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ABSTRACT

This 5-volume directory describes more than 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the third of the directory, describes projects concerning technical assistance and dissemination and parent training and information. The Technical Assistance and Dissemination program provides technical assistance and information, through mechanisms such as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention, educational, and transitional services, and programs that address systemic change goals and priorities. The Parent Training and Information program aims to better meet the needs of parents, particularly underserved parents and parents of children who may be inappropriately identified, and to assist parents in understanding the effective use of procedural safeguards under the IDEA. The 207 projects are grouped by funding competition and include information on grant number, title, project director, beginning and ending dates, and contact information. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (CR)

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ED 450 509

DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER
THE *INDIVIDUALS WITH DISABILITIES EDUCATION ACT*

FISCAL YEAR 2000

TECHNICAL ASSISTANCE, DISSEMINATION, AND PARENT INFORMATION

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RESEARCH TO PRACTICE DIVISION

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THE OFFICE OF SPECIAL EDUCATION PROGRAMS
UNDER THE *INDIVIDUALS WITH DISABILITIES EDUCATION ACT*

FISCAL YEAR 2000

TECHNICAL ASSISTANCE, DISSEMINATION, AND PARENT INFORMATION

PREPARED BY
RAYMOND ORKWIS, JUDI DECARME, AND JEANNE GLOVER
THE ERIC/OSEP SPECIAL PROJECT
ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION
THE COUNCIL FOR EXCEPTIONAL CHILDREN

IDEAs that Work
U.S. Office of Special Education Programs

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
RESEARCH TO PRACTICE DIVISION

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TECHNICAL ASSISTANCE, DISSEMINATION, AND PARENT TRAINING

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INTRODUCTION

This directory, which is presented in five separately published sections, describes over 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the orignial IDEA, but for the purposes of this directory, they are grouped into five sections representing the seven program areas of the newly authorized IDEA, Part D:

1: **Research, Innovation and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Information** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information*)

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "Technical Assistance, Dissemination, and Parent Information," presents projects categorized in the following two discretionary programs: Technical Assistance and Dissemination and Parent Training and Information. The Technical Assistance and Dissemination program provides technical assistance and information, through such mechanisms as institutes, Regional Resource Centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and programs that address systemic-change goals and priorities. The Parent Training and Information program aims to support parent training and information centers to carry out activities that meet the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified; and to assist parents to understand the availability of, and how to effectively use, procedural safeguards under the IDEA.

Within this section of the directory, the projects are grouped by the competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

84.024A
National Early Childhood Technical Assistance Center

Grant Number: H024A960001

National Early Childhood Technical Assistance Center

Project Director: Trohanis, Pascal
University of North Carolina - Chapel Hill
Frank Porter Graham Child Develop Center
137 East Franklin St., Suite 500
Chapel Hill, NC 27514
919-962-2001
Fax Number: 919-966-7463
E-mail: nectas@unc.edu
Website: www.nectas.unc.edu

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The project intends to establish a national technical assistance center for early childhood services (NEC*TAS) administered through the University of North Carolina.

Method: The proposed technical assistance center will provide TA to all states as they implement early intervention services; it will also provide TA to OSEP early childhood demonstration and outreach projects. It will establish and use an advisory group to provide counsel and recommendations to the center on its work. It will link states and OSEP projects with a group of national experts in best practices for young children with disabilities and their families and facilitate information exchanges with state TA systems. It will establish an information system to meet clients' needs, conduct meetings and disseminate information on the center.

Products: The NEC*TAS will provide effective, efficient, high-quality TA to clients. As a result of the center, the knowledge base of best practice in the area of TA will be increased. State, project, and other TA system clients will feel supported and be able to implement their programs more effectively. The group of national experts gathered by the center will address issues that impede the implementation of client programs and issues related to the national needs of young children with disabilities and their families.

84.025C

Technical Assistance to Grantees Under State and Multi-State Projects for Children who are Deaf-Blind

Grant Number: H025C960001

The National Technical Assistance Consortium For Children and Young Adults Who Are Deaf-Blind

Project Director: Stremel, Kathleen
Western Oregon State College
Teaching Research Division
345 N. Monmouth Avenue
Monmouth, OR 97361
503-838-8096

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: To assist states to improve the quality of existing placements and services for individuals (birth through young adulthood) who are deaf-blind, and to increase the numbers of children/young adults, their families, and their service providers who will benefit from these services.

Method: Project staff will assist state and multi-state grantees and critical state stakeholders to identify service needs across the age ranges and to develop long range State Technical Assistance Plans. "State-Local Team Partnerships" will be implemented for establishing coordinated family and person-centered services for infants through transition-age children and young adults who are deaf-blind. Technical assistance will be provided to agencies and organizations that are responsible for infant, toddler and preschool services as well as educational and transitional services. Technical assistance for parents and family members will be designed to empower, inform, and develop skills in advocating for and participating in effective service delivery systems. Technical assistance to young adults will emphasize self-determination and self-advocacy. A nationwide database will be developed on the demographic characteristics of infants, children, and young adults who are deaf-blind. This project will also provide planning and managerial support for the annual meeting of directors of projects serving children and young adults who are deaf-blind.

Products: Anticipated benefits include: (a) greater capacities for local and state agencies to provide effective services and placements; (b) greater ability by families, advocates, and individuals who are deaf-blind to access available services; (c) the development of infrastructures to impact systems change; (d) a broader array of technical assistance services; and (e) more effective child count and tracking systems for children and young adults with deaf-blindness.

84.029M and 84.328M
Parent Training and Information Centers

Grant Number: H029M960006

TASK San Diego Parent Training Project (TASK-SD)

Project Director: Tellefsen, Joan; Licht, Gus
Team of Advocates for Special Kids, Inc.
100 West Cerritos Avenue
Anaheim, CA 92805
714-533-8275
Fax Number: 714-533-2533
E-mail: TaskJoanT@AOL.com

Beginning Date: 7/01/96
Ending Date: 6/30/01

Purpose: TASK (Team of Advocates for Special Kids)-San Diego has developed a five-year parent training and information project to address the need for increased parental participation in the special education process in San Diego County of California.

Method: The project will provide training and information each year to thousands of families of children and youth with disabilities and to those who serve them. Families will be assisted to better understand the nature and needs of disabling conditions of children and to communicate more effectively with special and regular educators, administrators, related-services personnel, and other relevant professionals. The project will help parents to participate in the educational decision-making process, including the development of Individualized Education Programs, and how to obtain appropriate information about the range of options, programs, services, and resources available at various levels. It will provide participants the opportunity to assess the technology needs of the person with a disability and offer follow-up support for educational programs of children with disabilities, with an emphasis on minority families in Enterprise Zones and impoverished military personnel.

Products: The project will develop and disseminate fact sheets on specific disabilities, prepare staff training on disabilities, produce a newsletter and parent information packets, offer resource and referral information, hold specialized workshops, and perform outreach activities to the underserved, the rural populations of the state, the Hispanic population, and the military. Liaisons with the Native American and Asian Pacific communities will be developed.

Grant Number: H029M960007

Parental Information and Resource Center

Project Director: Jones, Lois A.
Parents Helping Parents
594 Monterey Boulevard
San Francisco, CA 94127
415-841-8820
E-mail: sfphp@earthlink.com

Beginning Date: 3/01/96
Ending Date: 2/28/01

Purpose: This project proposes to improve and expand an existing parent training and information center that provides services to the full range of disabilities and incorporates support, outreach, advocacy, information and referral services, training and one-on-one assistance to parents about their basic rights and responsibilities under IDEA.

Method: The project intends to improve the quality of training provided to families of children and youth with disabilities to increase parents' knowledge and understanding of the child's disability. The project will: provide assistance to parents to support their child's education and to gain access to education-related services; help parents develop communication and advocacy skills relating to services for their child; help parents gain the skills to gain access to the full range of services and resources available to them and their child, resulting in a parent support network; and the project will encourage and facilitate effective parent-professional collaborations to help improve services for children and youth with disabilities.

Grant Number: H029M960009

Statewide Parent Training and Information Center for Parents of Children with Disabilities

Project Director: Erickson, Kathryn A.
Pathfinder Services of North Dakota, Inc.
1600 Second Avenue, S.W.
Minot, ND 58701-3459
701-837-7500
Fax Number: 701-838-9324
E-mail: ndpath01@minot.ndak.net
Website: http://www.ndcd.org/pathfinder

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: This project of Pathfinder Services of North Dakota will focus on involving parents in the education of their children with disabilities, through a philosophy of teamwork, cooperation, and collaboration. The organization serves parents of children with a range of disabilities, birth through age 22, at its parent training center and through its outreach programs.

Method: Through the production of various brochures, newsletters, press releases, and public service announcements, the Pathfinder project will inform the public about educational needs and the importance of educational services for children with disabilities. It will provide information, referral, family support coordination, and individual parent direct assistance services. Parents will be trained on the content of IDEA and on their rights and responsibilities regarding educational services for their children with disabilities. In addition, Pathfinder will provide follow-up support concerning the educational programs of children with disabilities. Pathfinder will continue its delivery of regional outreach training for parents.

Grant Number: H029M960013

Kentucky Special Parent Involvement Network: A Parent Training and Information Project

Project Director: Logsdon, Paulette
KY-SPIN, Inc.
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
502-456-0923
E-mail: spininc@aol.com

Beginning Date: 7/01/96
Ending Date: 6/30/01

Purpose: The purpose of the Kentucky Special Parent Involvement Network (KY-SPIN) is to provide training and information to parents of children with disabilities through a statewide regional model of "Parents Training

Parents" on the issues of laws, rights and responsibilities, listening and communication skills, and understanding the nature of their children's disabling condition. The ultimate goal of the project is to provide parents with knowledge, skills, information, and support so they may obtain increased and improved services for their children.

Method: During the grant cycle, SPIN will conduct seven levels of service in its parent training project: public information and dissemination activities, basic training workshops, specialized trainings, trainings and support to minority or underrepresented parents, training of trainers, individual information and assistance, and development of parent/professional partnerships.

Grant Number: H029M960015

A Statewide Education, Information, and Assistance System for Parents

Project Director: Thomas, Josie; Kierson, Susan
Parents' Place of Maryland, Inc.
7484 Candlewood Road
Hanover, MD 21076
410-859-5300
E-mail: info@ppmd.org

Beginning Date: 4/01/96
Ending Date: 3/31/01

Purpose: The Parents' Place of Maryland works to enhance the ability of persons with disabilities to participate as fully as possible in home, school, and community life by providing education, information and referral, individual technical assistance, and support services to their parents and families.

Method: The project conducts parent education workshops in local communities and provides individual technical assistance, information and referral services, and support to parents in their efforts to obtain the best possible services for their children. It promotes the development of support groups and parent-to-parent mentoring and publishes a newsletter. Parents' Place collaborates with other public and private agencies and organizations in Maryland which also provide programs and services to parents of children with special needs.

Products: The project will provide dozens of parent workshops and parent training for hundreds throughout the course of the grant. In addition, it will distribute materials related to the education of children with disabilities, parent rights, and available resources to families throughout the state, and offer individual assistance to thousands of families.

Grant Number: H029M960020

Parent Training and Information Center

Project Director: Espada, Anna
Advocates for Children of New York
105 Court Street, Room 402
Brooklyn, NY 11201
718-624-8450
E-mail: info@advocatesforchildren.org
Website: http://www.advocatesforchildren.org

Beginning Date: 7/01/96
Ending Date: 6/30/01

Purpose: This project intends to assist and enable New York City parents of disabled children, particularly minority Spanish and Haitian-Creole-speaking parents, and persons who work with them to master information and negotiate systems in order to secure the educational opportunities their children require.

Method: Parents of children with disabilities will participate in special education training. Ninety percent of these parents will be minorities, particularly Spanish- and Haitian-Creole-speaking parents. The training will enable these parents to communicate effectively with educators, administrators, and other professionals, to participate fully and effectively in all educational decision making for their children, and to obtain and understand information on the full range of programs and services in general and special education and to assess the appropriateness of these services for their children. The project will also encourage the participants to form a network of parent groups for support.

Grant Number: H029M960022

Parents are Experts: Parents Training Parents

Project Director: Cardinal, Barbara
United Cerebral Palsy of Detroit
23077 Greenfield, Suite 205
Southfield, MI 48075-3745
248-557-5070

Beginning Date: 9/01/96
Ending Date: 8/31/01

Purpose: The "Parents are Experts" project of the United Cerebral Palsy Association (UCP) of Metropolitan Detroit is a parents-training-parents project intended to advance the independence of people with disabilities and to promote opportunities for self-determination and inclusion of people with disabilities into the community.

Method: "Parents are Experts" will provide basic workshops to parents on the services available through the project and other supports available through UCP/Detroit, giving in-depth training using the parent-training-parent model, where parent volunteers will provide other parents with intensified assistance and information on disability issues and on community agencies that can be of assistance. The project will initiate special outreach programs for underserved and underrepresented populations.

Grant Number: H029M960024

Parent Training and Information Centers

Project Director: Selles, Carmen
Asociacion de Padres pro Bienestar de
Ninos Impedido de PR, Inc. (APNI)
P.O. Box 21301
San Juan, PR 00928
787-763-4665
E-mail: APNIPR@PRTC.net

Beginning Date: 9/01/96
Ending Date: 8/31/01

Purpose: This project intends to train parents of infants, toddlers, children, and youth with disabilities in Puerto Rico to better understand the nature and needs of their children's disabilities, to provide follow-up support for the educational programs of their children, to communicate more effectively with educators, and other professionals, to participate fully in education decision-making, to obtain information about the range of options, programs, services, and resources available for children with disabilities and their families, and to better understand IDEA.

Method: The Asociacion de Padres pro Bienestar de Ninos Impedidos de Puerto Rico (APNI) will provide individualized assistance to parent, will produce and disseminate information, will conduct workshop/training sessions for parents, will host a conference for parents and other stakeholders, and will offer leadership training for volunteers to assist and support parents/family members in their own communities.

Grant Number: H029M960026

Colorado Parent Training and Information Project

Project Director: Buswell, Barbara
PEAK Parent Center, Inc.
6055 Lehman Dr. 101
Colorado Springs, CO 80918
719-531-9400
E-mail: info@peakparent.org
Website: http://www.peakparent.org

Beginning Date: 8/15/96
Ending Date: 8/14/01

Purpose: The goals of this project are: 1) conduct outreach activities throughout Colorado with an emphasis on reaching persons who represent ethnic minorities and families who live in rural areas; 2) develop and implement an array of training opportunities throughout the state with content reflecting state of the art thinking and using a trainer of trainers approach; 3) provide on-going technical assistance in a variety of ways; 4) collaborate with policymaking, advisory, and advocacy groups to improve systems and services in Colorado; and 5) evaluate all project activities in an on-going way.

Method: Each year, the project will serve approximately 18,600 persons through 60 trainings, a Hotline, the SPEAK OUT newsletter, a statewide conference, a bank of trainers, and an intensive leadership training course. In addition, approximately 5,000 additional persons will learn about PEAK and its resources through outreach and general publicity activities. PEAK will actively provide information and training in Denver neighborhoods designated under the Enterprise Community provisions. The ultimate benefit of this training is that children with disabilities will receive special education supports and services deemed more appropriate by their parents and will have a greater likelihood of reaching their potential.

Grant Number: H029M960028

Parent Training and Information Center

Project Director: Blades, Carol
Special Education Action Committee, Inc.
P.O. Box 161274
Mobile, AL 36616
334-478-1208
E-mail: seacmobile@zebra.net
Website: http://www.hsv.tis.net/~seachsv/

Beginning Date: 9/01/96
Ending Date: 8/31/01

Purpose: This project, a continuation of the Special Education Action Committee (SEAC), will continue to provide parent training and information to give parents of children with disabilities the needed support and assistance to realize the IDEA guarantees in their lives.

Method: The SEAC will provide individual and technical assistance, training workshops and conferences on issues in special education, outreach to hard-to-reach families via training videos, and a community-based outreach network to meet the needs of parents within their own communities.

Grant Number: H029M960029

SPIN (Special-Needs Parent Information Network)

Project Director: Lachance, Janice
Maine Parent Network
2 E. Mechanic Street
Gardiner, ME 04345
207-582-2504
E-mail: jlachance@mpf.org
Website: http://www.mpf.org

Beginning Date: 9/01/96
Ending Date: 8/31/01

Purpose: This project is a continuation of the Maine Special-Needs Parent Information Network (SPIN), a statewide parent training and information center. It will continue to offer training, information, networking, and collaboration, serving parents, family members, teachers, other eudcation and health care professionals, and the general public.

Method: Project activities will focus on assisting parents in improving their understanding of the nature of disabilities and the needs of people with disabilities, in accessing information about the range of programs, services and resources available to families; and in increasing their knowledge about laws on the education of children with disabilities. SPIN will provide its services to people in the communities where they live with one-on-one support and community support groups. It will provide workshops and information and referral across Maine. It will provide lists of parents who are available for information and assistance and it will foster development of parent support groups, particularly among parents from minority groups. A particular concern will be to increase services to parents and families who are members of minority populations.

Grant Number: H029M960036

Northern California Parent Network

Project Director: Peterson, Mary-Ellen
Parents Helping Parents, Inc.
3041 Olcott Street
Santa Clara, CA 95054
408-727-5775
E-mail: info@php.com
Website: www.php.com

Beginning Date: 7/01/96
Ending Date: 6/30/01

Purpose: This project, the Northern California Coalition, the designated parent training and information program in Northern California, will continue provide information, resources, training, and support to parents, students, and professionals to enhance the educational experience for youth with disabilities.

Method: This five-year project intends to increase the capacity of community-based parent groups to provide information and training to provide parents, especially minority parents, to know their rights and protections under IDEA and to understand the nature of disabilities, the need for accommodations and special education to achieve educational goals, and for them to acquire the knowledge and skills needed for effective participation in educational planning. The project will strengthen the network of parent leaders who provide information and training for other parents in their communities throughout Northern California, and it will provide parents and those who work with them information and training to advance the education of students in the least restrictive environment.

Grant Number: H029M960037

Nebraska Parents' Information and Training Center

Project Director: Davis, Glenda
Ollie Webb Center
1941 South 42nd Street, Suite 122
Omaha, NE 68105-2942
402-346-0525
Fax Number: 402-346-5253
E-mail: gdavis@neparentcenter.org
Website: http://www.neparentcenter.org

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: This project, the Nebraska Parents Center, intends to continue meeting the needs of the population of the state of Nebraska by providing services tailored to meet rural, urban, and minority families across the state whose children have a wide range of disabilities. The mission of the Parents Center is to enhance the educational opportunities of these students by enabling their parents to participate more fully and effectively in the educational process and to support the educational process at home.

Method: The project will maintain an information and resource delivery system covering special education and disability related topics. It will offer parent workshops on their rights and on available educational resources and it will offer specialized training in a variety of disability-related areas and it will provide parent-to-parent networking. All the activities of the project are intended to assist parents better understand the nature and needs of their children, to be able to communicate more effectively with educators, administrators, and other professionals, and to participate directly and in an informed manner in the education of their children.

Grant Number: H029M960039

Central California Parent Training and Information Center

Project Director: Karian, Marion M.; Lee, Leslie
Exceptional Parents Unlimited
4120 North First Street
Fresno, CA 93726
209-229-2000
E-mail: epu1@cybergate.com

Beginning Date: 7/01/96
Ending Date: 6/30/01

Purpose: This project proposes the creation of a rural and multicultural parent training and information center to serve families of children with disabilities who live in a rural, and ethnically and linguistically diverse region of Central California, with many of the families also living in poverty.

Method: The family resource network developed by this project will link together existing resource centers to create multi-ethnic and multi-lingual training teams in each county within the area to provide support, training, and information to parents of children with disabilities through individualized assistance and formal training.

Grant Number: H029M970002

Parent Training and Information Center

Project Director: Brown, Anne E.
Oregon COPE Project, Inc.
Coalition in Oregon for Parent Education
999 Locust St. NE
Salem, OR 97302
503-581-8156
E-mail: orcope@open.org
Website: http://www.open.org/~orcope

Beginning Date: 7/01/97
Ending Date: 6/30/02

Purpose: This project proposes to enhance special education in Oregon by educating and empowering parents of children with disabilities to participate as equal partners in the educational processes affecting their children. The project would address this goal through six models: training, support/networking, materials development, public education, interagency collaboration, and information and referral. The central project office will continue to use parent consultants to provide workshops to parents, volunteers, and other professionals. A parent-to-parent support network will be established, matching "veteran" parents with those of newly diagnosed children with special needs. Project information will be disseminated by means of newsletters, conference presentations, and expansion of networking, including electronic means.

Grant Number: H029M970003

Parent Training and Information Project

Project Director: Prescott, Nancy
Connecticut Parent Advocacy Center, Inc.
338 Main Street
Niantic, CT 06357
860-739-3089
Fax Number: 860-739-7460
E-mail: cpacinc@aol.com
Website: http://members.aol.com/cpacinc/cpac.htm

Beginning Date: 7/01/97
Ending Date: 6/30/02

Purpose: The Connecticut Parent Advocacy Center project intends to build upon existing projects to enable parents in Connecticut to participate more effectively with professionals in meeting the educational needs of their infants, toddlers, children, and youth with disabilities. The project will increase its training and information services for parents via workshops and individually, to include them more fully in the educational decision-making processes for their children and in their children's successful transitions from birth to adulthood.

Grant Number: H029M970004

Parent to Parent Training Project

Project Director: DesJardins, Charlotte
Family Resource Center on Disabilities
20 East Jackson Blvd. Rm 300
Chicago, IL 60604
312-939-3513
E-mail: frcdptiil@ameritech.net
Website: http://www. ameritech.net/users/frcdptiil/index.html

Beginning Date: 7/01/97
Ending Date: 6/30/02

Purpose: The Family Resource Center on Disabilities works in the state of Illinois (particularly in the Empowerment Zone of Chicago and in the Enterprise communities of Springfield and East St. Louis) to provide information/referral/linkage, training sessions in house and at community locations, and a training program for parents and other volunteers to become community trainers and advocates.

Method: The project provides consultation and technical assistance to participants as well as monitoring and evaluation of trainer/training activities to assure quality training during and after the training period. It will implement a special outreach program designed to reach minority populations and newborn, newly diagnosed children with special needs.

Grant Number: H029M970005

Training Personnel for the Education of Individuals with Disabilities Program

Project Director: Eaddy, Mary S.
Parent of Parent Reaching Out to Parents of South Carolina, Inc. (PRO-Parents)
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803-779-3859
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Website: http://www.community.columbiatoday.com/realcities/proparents

Beginning Date: 6/01/97
Ending Date: 5/31/02

Purpose: Parents Reaching Out to Parents of South Carolina intends to strengthen and broaden current programs of effective parent training and advocacy. The project will assist parents and other professionals in South Carolina to better understand the nature and needs of children with disabilities and provide them follow-up support. It will train parents to communicate more effectively with special and regular educators, related services personnel, and other professionals, and it will assist parents in participating fully in the educational decision-making processes, including the development of the individualized education program. Parents will learn about the range of options, programs, services, and resources available at all levels for children with disabilities and their families. The project will also assist parents in understanding the provisions for educating children with disabilities under the Individuals with Disabilities Education Act.

Grant Number: H029M970006

PATH Project

Project Director: Meyer, Janice S.
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Beginning Date: 7/01/97
Ending Date: 6/30/02

Purpose: The proposed project is designed as a continuation and expansion of the PATH Project, a statewide parent training and information center in Texas for children of all ages with disabilities. The overall purpose is to assist parents to better understand their children's disabilities and to more effectively fulfill their roles and responsibilities.

Method: Parent empowerment and leadership development will be key elements in the project's work with parents. Training and education will be provided, as will information, referral, and technical assistance, and a statewide conference will be held. The project will also facilitate the activities of 20 regional coalitions and an advisory committee and will provide financial and technical assistance to minority parent support groups in Enterprise Communities and Empowerment Zones.

Grant Number: H029M970007

Parents Let's Unite for Kids

Project Director: Kelker, Katharin A.
Parents Let's Unite for Kids
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Beginning Date: 9/01/97
Ending Date: 8/31/02

Purpose: This project intends to provide parents of children with disabilities with information about their rights and to offer training in communication and other skills to help them participate more effectively with school personnel in developing Individualized Education Programs. It will develop new methods for conveying information to parents, including videos for home use.

Method: The project will present training workshops on special education law, terminology, and techniques; transition planning; and best practices for inclusive education. Special emphasis will be placed on conflict resolution techniques to resolve special education disputes. Outreach specialists will inform previously unserved or underserved families, particularly families in rural locations and on Montana's seven Indian reservations. The project will train and support volunteers on the reservations and in Montana's five service regions using the trainer-of-trainers model.

Grant Number: H029M970010

Families Together Inc.

Project Director: Zienkewicz, Connie
Families Together Inc.
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Beginning Date: 9/01/97
Ending Date: 8/31/02

Purpose: The centers set up under Families Together offer parent assistance in various facets of disabilities, from questions about rights to referrals to support systems. Parent Networking Conferences provide the opportunity for parents to know other parents and gain information regarding appropriate services for their child from preschool through transition to the workplace.

Method: In addition to continuing the services mentioned above, Families Together will provide workshop training to parents across Kansas and increase the number of workshops offered. Workshop topics include: early childhood services, preschool options, school age-services, transition to the workplace, and understanding and accessing state and federal financial aid programs.

Grant Number: H029M970012

Project Adobe

Project Director: Van Curen, Sallie A.
Parents Reaching Out to Help
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505-865-3700

Beginning Date: 8/08/97
Ending Date: 8/07/02

Purpose: Project Adobe is a statewide parent training and information project crossing geographic, cultural, ethnic, age, and diagnostic boundaries. The project intends to expand its network of community-based advocates to assist local families in negotiating the educational system. It provides technical assistance and support to advocates, families, and educators — individually and through conferences and workshops. The goals of Project Adobe focus on the whole child within the context of his or her family.

Grant Number: H029M970016

Support for Families of Children with Disabilities Parent Training and Information Center

Project Director: Duenas, Juno
Support for Families of Children with Disabilities
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Beginning Date: 9/01/97
Ending Date: 8/31/02

Purpose: The project, a parent training and information center, will enable parents of children with disabilities to increase their knowledge about their child's disability, to better communicate with professionals, and to participate directly in the educational decision-making process for their children.

Method: The project will provide information and resources through its multilingual library, information packets, resource guides, and newsletter. It will provide training to parents through multilingual workshops on issues such as Individualized Education Programs and communicating with professionals. Volunteers will be trained to become parent mentors and continue the support services of the project. Individualized guidance will also be provided by a community resource parent.

Grant Number: H029M970018

Parents Training Parents

Project Director: Pratt, Sue; Strong, Patrick
Citizens Alliance to Uphold Special Education
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Website: http://www.pathwaynet.com/cause/

Beginning Date: 7/01/97
Ending Date: 6/30/02

Purpose: The Citizens Alliance to Uphold Special Education (CAUSE) is a coalition of organizations that represent consumers of special education services. CAUSE provides information and training to parents of children with disabilities across the state of Michigan. CAUSE provides several kinds of parent workshops that give basic information about rights and responsibilities, communication skills, IEP participation, an overview of Section 504 of the Rehabilitation Act, and transition rights. It also presents more in-depth workshops on parent and professional collaboration and effective transition plans, and it provides training for parents who want to work with and for other parents. CAUSE staff and volunteer parent trainers provide information and technical assistance to families and professionals over the phone, and staff and invited experts provide the volunteer trainers with two training weekends to improve their skills. The project will disseminate information about programs for children with disabilities and project services across the state to parents, professionals, and others by a variety of techniques.

Grant Number: H029M970020

Project SPAN: Empowering Families and Building Bridges

Project Director: Autin, Diana M.
Statewide Parent Advocacy Network, Inc.
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Website: http://www.spannj.org

Beginning Date: 6/01/97
Ending Date: 5/31/02

Purpose: The project will continue and expand on the existing New Jersey statewide Parent Training and Information Center to develop parents' skills and to form collaborative relationships between parents and professionals to secure appropriate services for children with disabilities. Parents will learn about the full range of services and resources available and will learn to participate fully in the educational decision-making process for their children. The project will provide training, information, and technical assistance and support to families in New Jersey, with a focus on traditionally underserved families of color and those whose first language is other than English. It will also assist professionals in gaining the skills and knowledge to work collaboratively and effectively with families.

Grant Number: H029M970024

Parent Training and Information Project of the Utah Parent Center

Project Director: Post, Helen W.
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Website: www.utahparentcenter.org

Beginning Date: 8/01/97
Ending Date: 7/31/02

Purpose: The Utah Parent Center utilizes a parent-to-parent model designed to address the various needs of parents of children with disabilities. The project will: conduct training workshops and conferences; provide individual training, referral, and support by telephone, mail, or in person; conduct orientation and outreach activities; and establish collaboration, coordination, and communication with agencies and organizations targeted to parents and professionals in order to serve families and children with disabilities. Through the project, parents will better understand the nature and needs of their children; be able to provide follow-up support for the educational programs of their children; communicate more effectively with educators, administrators, related services personnel, and other professionals; participate fully in the decision-making processes; and obtain information about the range of options, programs, services, and resources available at all levels for their children.

Grant Number: H029M970038

Absolute Priority: Parent Training and Information Centers

Project Director: Stovall, Wanda; Semrau, Barbara
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Beginning Date: 7/01/97
Ending Date: 6/30/02

Purpose: This project intends to continue and expand the activities of the Arkansas Parent Training and Information Centers to assist parents in participating actively in their children's educations.

Method: Using technology and outreach services, the project will inform parents and individuals with disabilities about their range of options for early intervention, transition, and educational services, and the programs and resources available at the state and national levels. Training and dissemination of information will occur at each of the three main parent centers and at an annual conference.

Grant Number: H029M970039

Parent Training and Information Centers

Project Director: Hinojosa, Yvette
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Website: http://www.tfepoder.org

Beginning Date: 9/01/97
Ending Date: 8/31/02

Purpose: This project will improve and expand an ongoing parent training and information center in Texas. Through the development and adaptation of training materials, workshops, and an annual conference, the project will meet its goals: to further the development of a support network for Hispanic families and their children with disabilities; to increase self-advocacy measures; to improve communication and cooperation between Hispanic families and service providers; to enhance the decision-making abilities of Hispanic parents; and to build collaborative partnerships with various disability groups.

Grant Number: H029M970040

Parent Training Information Center

Project Director: Heizman, Cathy W.
Child Advocacy Center
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Beginning Date: 7/01/97
Ending Date: 6/30/02

Purpose: This project, the Child Advocacy Center, is a training and information center for parents of children with special education needs, serving the Cincinnati, Ohio area since 1977. The project intends to continue its services, including training parents in their rights and responsibilities, conducting community outreach activities, producing a newsletter, providing personal assistance to individuals attempting to access the educational system or provide appropriate services to children and youth with disabilities, and acting as a community resource in helping to mold public policy by advocating for them at the regional and state levels.

Grant Number: H029M970041

Latino Parent Training and Information Center

Project Director: Rodriguez-Sullivan, Maria E.
National Center for Latinos with Disabilities, Inc.
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Website: http://www.homepage.interaccess.com/~ncld/

Beginning Date: 9/01/97
Ending Date: 8/31/02

Purpose: The project seeks to continue the work of the National Center for Latinos with Disabilities (NCLD), the only consumer-based advocacy organization and culturally and linguistically appropriate training center for Latinos with disabilities and their families in the state of Illinois.

Method: The NCLD will assist Latino persons with disabilities and their families in promoting equal participation for them in society and in educational environments in an independent, self-sufficient, and meaningful manner. The Center will empower this population not only through the training offered at the center in Chicago but by building and coordinating a statewide program of workshops for Latino communities.

Grant Number: H029M970044

Parent Training and Information Center

Project Director: Burley, Margaret M.
Ohio Coalition for the Education of Children with Disabilities
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Beginning Date: 7/16/97
Ending Date: 7/15/02

Purpose: The Ohio Coalition for the Education of Children with Disabilities proposes to provide parent information and training services for parents and families of infants, toddlers, children, and young adults with disabilities throughout Ohio; to inform professionals who serve these parents; and to promote awareness of disability issues in the general public. It will disseminate information via a newsletter and press releases to other print media and through its outreach services. It will provide statewide training to parents by means of annual workshops. It will offer both inservice and preservice sessions for professional and parent/educator partnership training. Finally, it will recruit resource and training leaders from diverse parent organizations across the state and train leaders to provide continuing assistance.

Grant Number: H029M970046

Parents Educating Parents

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Beginning Date: 7/01/97
Ending Date: 6/30/02

Purpose: The Parents Educating Parents Project intends to continue its goal of training parents to better meet the needs of their children who have disabilities and to expand to keep pace with changing laws, families' needs, and an ever-changing society. Services include workshops, individual assistance with educational problems, information and referral, newsletters, lending libraries, parent-to-parent support, and other information.

Method: The project intends to strengthen the collaborative roles among parents of children with disabilities in the Georgia education system; it will assist these parents and professionals in communicating and participating fully in the educational process. It will do this by formulating training materials to be distributed by mail or in workshops and conferences which respond to specific parent needs. It will improve services to hard-to-reach areas by establishing community outreach centers and it will create materials and develop workshops to address concerns for violence and abuse in schools relating to children with emotional and behavioral disabilities.

Grant Number: H328M980002

Families and Partners in Education Project

Project Director: Curtin, Connie Arzola
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Based on the premise that families are the constant in their children's lives, this project has designed a program that will provide opportunities for families to acquire and increase skills and knowledge, build on family strengths and informal support networks, provide peer support, address the hopes and needs families identify as important and encourage partnerships between families and professionals. Specific objectives and activities are planned in serving families from diverse cultural, ethnic, racial, and socioeconomic backgrounds, to address the underserved needs of families in rural areas and to reach families of young children. The project will lend support and provide information to families of infants, toddlers, children and youth with special needs that enables them to effectively address and advocate for their children's developmental and educational needs.

Method: The project has outlined twelve outcomes that will be accomplished and methods for achieving these outcomes. The project will inform, educate and support 2,590 families, 1,770 professionals and community members yearly through one-to-one assistance, information/referral, presentations, workshops, family assessment tools, and materials development. Through these efforts, families will better understand their child's special needs or disability, IEPs and IFSPs, related services, and therapies designed to address their child's disability, and the local and state resources available to help their child. Families will be prepared to participate with professionals in developing education and transition plans for their child by enhancing their communication, problem solving and advocacy skills and becoming familiar with provisions under the IDEA, Vermont Special

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Education Rules, Section 504, the ADA, and education reform efforts. 150 families from diverse cultural, racial, ethnic and socioeconomic backgrounds will be served through this project through informal gatherings, needs assessments, collaboration with TAPP and others, and materials development and revision. Through these methods, these families will become familiar with program services, have opportunities to use materials written in their native language, and have access to information in their homes, libraries, schools, and churches. Staff development techniques will be provided to help staff better understand how to support families from minority backgrounds. Services will be expanded to 50 families in 2 hard-to-reach rural areas in Vermont each year. 250 infants and toddlers and 316 preschoolers each year will receive increased contact from this project. Collaboration with special education administrators to improve information sharing and communication between families of children with special needs and schools will occur through quarterly meetings and co-sponsored activities. As a result, families will have the tools and knowledge to make informed decisions of their child's education program. Educators will enhance their communication with parents. Presentations on effective communication techniques between family-school partnerships with principals, superintendents, school board and community members will be conducted and evaluated. 10-12 graduate students in special education will be matched to families of children with special needs each year in an effort to recruit families and build partnerships with families and professionals. The community-based peer support volunteer network will be expanded by increasing training and ongoing supervision of volunteer leadership. 2-5 volunteers will receive leadership training each year. The volunteer network will be used to identify and address the needs at the local level regarding services for children with disabilities through needs assessments. A process for linking families to informal support networks and community resources will be developed through researching periodicals and books, identifying and contacting professionals and parents, compiling information, and developing and piloting methods. Additional goals of this project are the following: to lend support and provide information to families of infants, toddlers, children and youth with special needs that enables them to effectively address and advocate for their children's developmental and educational needs; to cooperate with the professionals who work with families in order to increase understanding of parenting a child with special needs and promote parent-professional partnership; to expand a community-based, peer support volunteer network for families of children with special needs throughout Vermont; and to design and implement a process for linking families of children with special needs to informal support networks and community resources. The project will use the following methods for achieving their goals: one-to-one assistance; information/referral; conduct and evaluate presentations; workshops; family assessment tool; materials development and revision; informal gatherings; needs assessment; collaboration with TAPP and others; meetings with community groups and early childhood groups; co-sponsor activities with community groups and families; meet quarterly with special education administrators; recruit families, match students with families, and teach class on building partnerships with families; recruit, identify, train, and support volunteer leadership statewide; provide 12 hours of training; research periodicals and books, identify and contact professionals and parents; and develop, pilot, and evaluate methods for linking families to natural support networks and community resources.

Grant Number: H328M980004

Nevada Parent Education Program

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Since 1995, Nevada P. E. P. has been established as a statewide Parent Training and Information Center supporting over 4,000 consumers annually. With this grant, Nevada P. E. P. will continue to provide information, expand training, and enhance support for: Nevada's families who have infants, toddlers, and children with a full range of disabilities; students with disabilities; extended family members; and service providers regarding the rights and protections under the Individuals with Disabilities Education Act. The project will continue to support ethnically diverse populations of parents, in their primary language, from diverse geographical locations throughout Nevada and will build upon established community-based and statewide contacts with parents, parent groups, and professional organizations.

Method: Nevada P. E.P . has developed the following objectives to meet consumer-directed needs in Nevada: to provide information and referral about the nature and needs of various disabilities, availability of programs, support groups, services and resources, and the laws affecting children with disabilities; to provide training workshops, activities and materials on basic laws, benefits, early intervention services, advocacy techniques, transition from school to work and community, and technology and equipment usage; to provide individual assistance through consultation, peer counseling, problem solving techniques, and facilitating positive communication at child-focused meetings; to maintain and expand the lending Resource Library; to continue to develop a statewide network of volunteer Community Resource Specialists (CRS) who will be resources for consumers in their own community and interest areas throughout Nevada. Recognizing that each community and support organization is unique, PEP is dedicated to empowering each area to develop local supports, find solutions and secure resources by recruiting, motivating, and training CRS volunteers to provide information and support to families in their own communities. The project's key personnel are family members of, and individuals with, disabilities. Upon initial contact, parents receive the PEP Parent Planner, a record-keeping resource manual, and consumers are provided ongoing information through publication of the quarterly PEP POST newsletter. The primary outcome expected from this project is for parents and students to effectively participate with professionals in planning and in decision-making relating to early intervention, educational services, and transitional services and in system-change activities.

Grant Number: H328M980018

Family T.I.E.S Network, A Parent Training and Information Center, A Family, Individuals With Disabilities and Minority Driven Organization That Provides Information, Training, Technical Assistance, Advocacy and Ongoing Support

Project Director: Kunz, Debra K.
Family T. I. E. S. Network
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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The project is a unique collaboration among parents, consumers, advocates, and professionals concerned with improving the education of students with disabilities in the State of Illinois. The mission of the project is "to create systems change through a comprehensive and culturally competent statewide system of parent empowerment, training, and support that will focus on individual families' roles in accomplishing that change; to build upon and strengthen the current efforts of parents and people with disabilities in every region of the state; and to build strength to accomplish statewide systems change through a broad coalition of parents, people with disabilities and professionals representative of every cultural, socioeconomic and disability group in Illinois."

Method: The project aims to improve the educational opportunities of student with disabilities across the state of Illinois by achieving the following vision and goals: 1) Parents and families of children of all ages, disabilities, and cultures across the state of Illinois will have access to a comprehensive, well-coordinated system (including early intervention and education) that will provide them with state-of-the-art information and training (on their children's rights under the IDEA, student school records, the ADA, Section 504, and other state and federal laws) that is relevant to their children's needs. Parents will have access to a system that will provide culturally competent and accessible advocacy which will increase their own ability to work within the system and provide readily available support and placements and services. 3) Parents and school districts will work together to design services and support for students with disabilities using state-of-the-art technical assistance, curricular adaptations and supports. 4) Parents of children with disabilities who are members of underserved and unserved groups must have access to a systemic coordinated statewide effort to provide outreach to increase their participation in the decision making processes (including the development of effective IEPs/IFSPs) that impact the lives of their children. Additional goals of the project are to establish formal methods of communication and networking throughout the state of Illinois, including communication among the State Support Center, the Regional Support Centers, parents and families of infants, toddlers, children and youth with disabilities, and other agencies, groups, individuals, clearinghouses, and coalitions concerned with children with disabilities. Leadership development and technical assistance to the Regional Support Centers will be provided by the project including but not limited to conducting regional assessments and subsequent regional long range plans to enhance the ability of the system to reach and provide support to underserved and unserved parents of children with disabilities.

Grant Number: H328M980020

Native American Family Empowerment Center (NAFEC)

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715-588-3324

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will provide an opportunity for Native American parents to gain the knowledge and confidence they need to become effective advocates for their children. The intent of the project is to empower parents with knowledge and skills to achieve the best possible educational outcomes for their children.

Method: The project's informational sessions will focus on the needs of Native American children and their families, with invitations extended to Tribal and non-Tribal educators, administrators, and community service providers who impact their lives. Building on recent advances in distance learning and communication technologies, the project's Internet access will bring a wealth of knowledge to rural Native American families. Parents will be taught how to use the Internet, and computers will be accessible for their use. The project will also provide technical assistance in health and nutrition education, infant health and early intervention, children with special health needs, and youth education programs. The anticipated outcome of this project for the 11 participating Tribal sites is a coordinated effort to envision improved outcomes for Native American children with exceptional education needs.

Grant Number: H328M980023

Statewide Training and Information for Parents of Children with Disabilities With Focus on Critical Priority Need Areas

Project Director: Colletti, Patrice
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The project will provide training and information for parents which will enable them to participate more fully and effectively with professionals in meeting the educational needs of their children who have disabilities. The overall goal is to provide parent information and training services to at least 60,500 parents of children with disabilities residing in all 72 Wisconsin counties, with a focus on families in "Critical Priority and Priority Service Areas" and using a "Nine-Strategy Outreach and Services Plan," through continuation and five year progressive expansion of existing statewide parent training activities. Critical Priority Areas are empowerment zones such as Milwaukee central city, Native American reservation and communities, five counties with the highest levels of family poverty, counties with largest concentrations of culturally diverse underserved families, and counties with large numbers of underserved rural families. Priority Service Areas are counties with the greatest number of IDEA complaints and due process. Over the next five years, the project will continue to expand currently successful services including basic information services, phone assistance, and training and will design and implement new services such as outreach and marketing, bilingual access to services, use of local radio or television, and intensive intervention services in response to changing needs. The nine strategies for achieving the project's goal are the following: 1) Community-Based Trainings, 2) Information and Referral Services, 3) Consulting and Support Services, 4) Intensive Intervention Services, 5) Volunteer Support Network Services, 6) Statewide Newsletter, 7) Resource Lending Library, 8) Internet, and 9) Outreach/Marketing.

Method: The nine strategies will be measured by training session folders with sign in sheets, evaluations, materials and ads, demographic data, contact logs, consumer service records, computer data management system, internet data records, volunteer service records, activity logs and folders, invoices for printing, verification, update logs, PSA sheets, and databases of contacts.

Products: The following products will be produced by this project: fact sheet sets (one topic each year); low literacy booklet sets; audio cassettes in different languages; quarterly parent oriented newsletters; resource lending library with computer database that is updated monthly; flyers for outreach/marketing; purchasing of products for resource lending library; computer database of holdings on website, internet website design, maintenance, content, and marketing; on-tape mini-courses; brochures, poster campaign, column in newspaper, OpEd piece in four major newspapers, 30 "About PEP" talks/displays; and advertisements for trainings.

Grant Number: H328M980030

Alaska P.A.R.E.N.T.S. Parent Training and Information Project

Project Director: Nieto, Faye; Bastian, Gina
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will focus on developing skills, supports, and resources for parents of infants, toddlers, children, and youth who experience disabilities and for the persons who work with them. In remote and rural Alaska, language, culture, and geography increase the difficulties of parenting a child with special needs. Special emphasis will be placed on providing rural and minority parents, many of them Alaska Natives, with opportunities to participate in project activities.

Method: Through training opportunities and the provision of effective information, resources, and referrals, Alaska parents will be able to better understand the nature of their child's disability and participate more effectively in meeting the educational needs of their children. All project activities will be carried out collaboratively with related national, state, regional, and local organizations and programs, especially those which will increase the involvement of minority parents and families of children with disabilities. Project outcomes will include: 1) training sessions on disability awareness, IDEA, specific disabilities, Individualized Education Programs and Individualized Family Service Plans, Section 504, transition, mediation, integrated neighborhood playgroups, and training for trainers; 2) library and other information resources; 3) a newsletter; 4) PATHWAYS Conference and federal grantee conference; and 5) interagency collaboration.

Grant Number: H328M980037

Upstate New York Training and Education (UNYTE)

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will provide training, education, and information to parents of the approximately 200,000 infants, toddlers, and school-age children with disabilities living in upstate New York. Training and information will also be provided to the persons who work with these parents, in order to foster collaborative partnerships that will effectively meet the educational needs of children with disabilities.

Method: UNYTE will support local providers in meeting parents' training needs through technical assistance, train-the-trainer practices, and by facilitating collaborative planning, program implementation, and evaluation. Collaboration will take place with the existing statewide networks of the Protection and Advocacy services system and the state Developmental Disabilities Planning Council's Independent Parent Advocacy Network (IPAN). The project will be organized into eight regions, each designed to meet the unique training and information needs of parents of children with disabilities living in their respective areas. Parents will be trained to become lay advocates, and this professionally supported network of parent lay advocates will evolve into a coordinated, effective resource for parents of children with disabilities. Initial outcomes of this project will involve parents gaining knowledge about disabilities, children's needs, resources, and IDEA. Intermediate outcomes will involve collaborative partnerships of parents, schools, and providers; parents becoming equal partners in decision making; and parents communicating effectively. The project's long term outcomes will be the formation of parent networks, systemic advocacy and reform, and appropriate education for children.

Grant Number: H328M980043

Parent Training and Information

Project Director: Rowell, Deborah *Beginning Date:* 10/01/98
Exceptional Family Support, Education, and Advocacy Center of Northern California, Inc. *Ending Date:* 9/30/02
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Purpose: This parent training and information program will assist families of school-aged children with disabilities living in nine far northern counties of California to understand their child's disability, participate in decision-making processes, communicate effectively, and understand provisions of IDEA for educating their children.

Method: The purposes of this project will be accomplished by: expanding and improving current systems for supporting and educating parents of children with disabilities; improving parents' access to information about their child's disability; providing opportunities for locally based training on a regularly scheduled basis; focusing training on resources, communication, and special education laws and provisions; and offering support to families, particularly those living in remote, rural areas. The expected impact of this project is dramatic improvement of the system of educating and supporting parents of children aged 3 to 22; availability of services to families in rural underserved areas; and increased collaboration among parents, schools, agencies, and organizations. Each year, 36 parent training sessions will be conducted, with 432 parents participating; 99 parent groups will meet; 3 resource fairs will take place; and 150 "new" parents will be contacted by trained parents. Each county will build a locally based lending library of books, videos, and periodicals.

Grant Number: H328M980044

Parent Education Network

Project Director: LaBelle, Jan *Beginning Date:* 10/01/98
Family Network on Disabilities of Florida, Inc. *Ending Date:* 9/30/01
2735 Whitney Road
Clearwater, FL 33760
813-523-1130
E-mail: fnd@gate.net
Website: http://www.fndfl.org

Purpose: The purpose of the Parent Education Network is to serve as Florida's Parent Training and Information Center by providing quality training, information, and support to families on their rights under the Individuals with Disabilities Education Act (IDEA) and to educate families on the IDEA Amendments of 1997. Recognizing language and cultural differences, this system of training, information, and support will assist parents in understanding the nature of their child's disability, in effectively communicating with the individuals providing services for their child, and in participating in the decision-making process for their child by making informed choices.

Method: The goals of the project will be accomplished in coordination with the existing statewide network of staff and programs of the Family Network on Disabilities of Florida, Inc. (FND). The project will continue to deliver all services to parents and professionals in a culturally sensitive and appropriate manner with the needs of families as the driving force in all activities. The project will provide training and information through workshops, regional conferences, a toll-free telephone number, newsletter dissemination, maintaining a lending library and multiple resource databases with information available in alternative formats and languages, and the creation of a Web page with resources in both English and Spanish in response to the request of parents and professionals.

Grant Number: H328M990001

Parent Training and Information Center of Iowa

Project Director: Reynolds, Jule
Access for Special Kids
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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will build awareness among parents of children with disabilities and those who work with them and will enhance the ability of parents to participate in decision making to ensure that their children with disabilities receive appropriate early intervention and educational services in the least restrictive environment. It will work to increase knowledge and educational problem solving skills of individual parents through one-to-one information, referral, and family support activities.

Method: The Parent Training and Information Center of Iowa will partner with Hispanic Educational Resources for assistance with culturally competent outreach to Latino and other ethnic minority families in rural/urban areas across the state. Parents of infants, toddlers, and children with the full range of disabilities will be served. Project activities will be oriented to reaching culturally diverse, low-income, and other underserved families. Project activities will include: workshops on the Individuals with Disabilities Education Act (IDEA) for a total of 540 professionals and parents over the project's four years, particularly parents in rural and other underserved areas of the state; a train-the-trainer program for 30 emerging parent leaders in rural/urban communities; a surrogate parent training program; individualized information and referral to 500 parents and professionals annually; and technical assistance on parent concerns to key parent leaders and groups involved in early intervention and special education services.

Products: The project plans to publish a newsletter for 1,500 readers; maintain a World Wide Web site with links to state and national information sources; provide public awareness presentations; and disseminate IDEA publications and audiovisual materials in multiple languages to parents and groups serving families of children with disabilities.

Grant Number: H328M990002

South Dakota Parent Connection, Inc. Parent Training and Information Center

Project Director: Peterson, Beverly
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Website: http://www.sdparent.org

Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project is the state's only parent training and information center. It provides training, information, and links to services to meet the needs of parents, families, and individuals with disabilities, and it is committed to building local capacity.

Method: The project will implement the following six goals: 1) provide training and information statewide to meet the needs of parents and families of individuals with disabilities; 2) provide culturally competent training and information statewide to meet the needs of Native American parents and families of individuals with disabilities; 3) identify the needs of additional underserved populations; 4) provide information related to specific underserved populations; 5) build capacity to meet the needs of parents and families of individuals with disabilities to connect locally with training, information, services, advocacy, dispute resolution, and other parents; and 6) respond to the changing training and information needs of parents, families and individuals with disabilities. Key activities will include statewide training and information, establishing an advisory council, continuing to build collaborative relationships, and linking parents to each other locally.

Products: Outcomes will be increased local access to training and information; greater awareness of services available; development of parent mentors who can immediately provide support; and the statewide system of training, information, and services involving parents, professionals, agencies, and organizations.

Grant Number: H328M990005

PACER Center's Parents Training Parents

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Website: www.pacer.org

Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: Through this parent training project, PACER Center will implement six levels of service to reflect the IDEA 1997 emphasis on improved outcomes for students with disabilities: individual information and assistance; basic and specialized training; training and assistance to underrepresented parents; local capacity building; information/dissemination; and networking and parent/professional collaboration.

Method: Information and assistance will be provided statewide to 6,500 to 7,500 parents and professionals by phone, mail, e-mail, or in person. Seven to ten basic workshops on IDEA 1997 will be presented annually for 275 to 375 people and 15 to 20 larger, specialized workshops will be given on specific topics or for specific groups. Existing services will be expanded to include more African-American, Southeast Asian, American

Indian, Hispanic, and low-income parents in all levels of service. PACER's multicultural staff will meet with leaders of diverse groups in the community, present six to eight workshops per year for 40 to 50 parents, and provide information and individual assistance to 100 parents and others through phone, mail, and individual visits. The PACER World Wide web site will be accessible to readers in Hmong and Spanish. Two additional regional centers will be established during the four years of this project.

Products: Resource handouts will be written on topics such as educational options, attention deficit hyperactivity disorder, positive behavior interventions, transition, self-advocacy, and accommodations. Articles on some of these topics will also appear in the PACESETTER Newsletter. Innovative training formats will include written materials in several languages; a World Wide Web site chat-line on specific special education topics; a CD ROM presentation on IDEA; and videotapes and audiotapes on subjects such as positive behavior intervention, extended school year, and inclusion. A new workshop, Cross-Cultural Communication, will be developed and given for 50 professionals and parents. A new outreach to the Somali population will be developed. PACER will reach 100,000 members of the general public annually through use of radio and cable TV linkages, including those with broad appeal in the Hmong and Spanish communities.

Grant Number: H328M990008

Indiana Parent Training Program

Project Director: Alderton, Judith
Indiana Resource Center for Families with Special Needs, Inc.
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Website: http://www.insource.org

Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The goals of this project are to increase parents' knowledge and skills in order to: 1) better understand the nature of their children's disabilities and their educational and developmental needs; 2) communicate effectively with personnel responsible for providing special education, early intervention, and related services; 3) understand the provisions for the education and early intervention services for infants, toddlers, children, and young adults with disabilities under IDEA; 4) obtain appropriate information about the range of options, programs, services, and resources available; 5) participate in school reform activities to ensure the quality of those services; and 6) participate fully in the decision-making processes and the development of individualized education programs (IEPs) and individualized family service plans (IFSPs).

Method: This project will utilize a parent-to-parent training model to accomplish the following objectives: 1) manage and coordinate the provision of individual training and assistance to 9,000 parents throughout Indiana each year; 2) conduct annually a minimum of 50 workshops and presentations, using various formats, to train approximately 1,300 new parents each year in topics such as early intervention services, financial case management, transition from Part C to Part B services, basic rights, communication, procedural safeguards under Part C and Part B, surrogate parenting, and transition from Part B to adult life; 3) train 50 new Regional Parent Resources (RPRs); 4) contact current network of 302 RPRs four times annually for ongoing assistance and provide two annual inservice training opportunities for them; and 5) conduct targeted outreach activities and provide training and information to parents of infants, toddlers, and children with a full range of disabilities, particularly underserved parents residing in urban and rural areas of Indiana.

Products: This project will train an annual minimum of 10,350 parents of infants, toddlers, children, and young adults with disabilities. The project will produce an expanded, more effective network of trained parents who understand the educational and development needs of their children and the provision of IDEA, know how to access community programs and resources, and participate in the development of IEPs/IFSPs and school reform activities in Indiana.

Grant Number: H328M990009

Advocates for Justice and Education Parent Training and Information Centers

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will assist families who request services, with a focus on underserved and unserved minority parent empowerment, and will use a parent-driven, community-oriented, collaboration-building approach to conduct the following activities: 1) provide a major centralizing resource within the city for the provision of training, information, assistance, support, and referral services to parents of children and youth with disabilities and the professionals assisting them; 2) promote, as opposed to creating, the many collaboratives for parents, professionals, and community advocates to increase D.C.'s compliance with IDEA and other federal and local laws; and 3) enhance the capacity of the District's early intervention, special education, vocational rehabilitation, and related services systems to provide quality assistance and support to parents and families of children with disabilities.

Method: Focusing on parents of children with disabilities in three district empowerment zones/enterprise communities, the project will expand the central office's capacity to: 1) provide general information dissemination, resource acquisition, and specific technical assistance; 2) implement community outreach and public awareness campaigns; and 3) engage children with disabilities, parents, and professionals in partnerships. The project will establish Parent Outreach Offices (P.O.O.), engage in aggressive resource development, and create additional program components with the assistance and direction of parents of children and youth with disabilities, professional service providers, community advocates, and community-based organizations.

Products: Through this project, approximately 9,800 parents will increase their knowledge of: (1) their children's disabilities and development and educational strengths and needs; 2) the range of options, programs and related services, and resources available to assist them; and 3) the principles, provisions, and safeguards of IDEA and related federal, state, and local laws. An estimated 5,000 parents, service providers, and D.C. Public School personnel will participate in training sessions that will give them knowledge necessary to assist parents; to effectively communicate, plan, and implement on behalf of children with disabilities; and to increase their effectiveness in the design, delivery, and monitoring of services provided to parents with children with disabilities.

Grant Number: H328M990010

Project PEP — Parents as Education Partners

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will provide parent training and information services to families and educators of Delaware children with a full range of disabilities, through family information and training activities and family and professional collaboration activities.

Method: About 1,500 parents and professionals and 120 students will be trained annually via combined statewide activities of 48 to 52 workshops, 36 to 45 presentations, and three conferences. Individualized information, training, and problem solving skills will be provided to 1,200 parents and professionals annually throughout the state. The project will inform and train 10,000 parents and professionals via related activities of information dissemination; and through local and statewide collaboration, it will create opportunities for parent input and participation in all services relating to children with disabilities. It will also establish a mechanism for the ongoing and periodic evaluation of Project PEP strategies and outcomes. There will be an intense effort to reach traditionally underserved families, including families of children requiring transition services, families of children with undiagnosed or misdiagnosed disabilities, families of infants and toddlers with disabilities, and families of diverse racial and cultural backgrounds.

Products: Products will include a newsletter, a training manual, fact sheets, topical information packets, awareness mailings and presentations, an interactive World Wide Web site, a resource library, public service announcements, talk shows, and a billboard.

Grant Number: H328M990012

Illinois Parent Training and Assistance Project

Project Director: Moore, Donald R.; Davenport, Sue
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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project will provide training and assistance to Illinois parents of children with disabilities, with a special emphasis on assisting low-income and minority parents from Chicago and 88 other Illinois school districts that enroll more than 1,000 minority students. The key objectives of the project are to help parents in the project's target districts form strong independent groups, to train key parent leaders of these groups to train and advise other parents, to assist parents to build networks for support and collaboration, and to work with parents to press for changes in policies and practices that affect large numbers of minority and low-income children with disabilities.

Method: The project will provide assistance to 1,960 individuals each year, via the following activities: 1) through 23 sustained on-site assistance efforts in the project's priority school districts, 390 individuals will receive training and assistance, 35 group leaders will receive special additional training, and 450 other parents will receive assistance from the leaders whom the project has trained; 2) 470 individuals associated with 68 groups in their priority school districts will receive problem-focused on-site assistance (one to five person days) and 500 individuals will receive short-term assistance and advice; and 4) each group receiving sustained on-site assistance will pursue a systemic issue in their school district to improve the quality of education for children with disabilities, and these groups will collectively pursue at least one systemic state-wide issue.

Products: The project will carry out the activities described above and will collaborate with the other three parent training and information centers in Illinois, with concerned educators, and with other local, state, regional, and national groups to ensure quality education for children with disabilities.

Grant Number: H328M990014

Statewide Parent Training and Information Center

Project Director: Leeper, Lynne S.
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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will provide information and training for parents of children (birth through adult services) with disabilities, the children themselves, and professionals throughout Washington State. The information and training provided through this project will build partnerships to implement a collaborative decision-making process among parents, students, school districts, and other professionals in formulating the student's special education program.

Method: The project will take the following comprehensive three-pronged approach. First, it will continue to use a train the trainer's model to support community liaisons, who are primarily parents who volunteer to help other parents and students in their community secure appropriate special education services. Second, in response to many requests, PAVE will help develop and support chapters throughout Washington State. The chapters will allow parents and students to come together for peer support, to share information and provide a central point for education and training opportunities. Chapters will provide opportunities for families to increase leadership skills as they work in partnership with education professionals on issues within their communities. Third, PAVE will increase its capacity to serve families by maximizing the use of technology.

Products: PAVE will assist families one-to-one via e-mail and will host chat room opportunities on topics of special interest on a monthly basis. The project will continue to provide workshops which will include information on mandates of IDEA and other pertinent legislation. PAVE will also present local workshops and one statewide conference each year to give families and professionals access to information on various topics of current interest, such as inclusion, school reform, transition to adult services, and natural environments.

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Grant Number: H328M990016

Building Capacity through Partnerships

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will build family, professional, state, and community capacity to improve outcomes for students with disabilities. The project will work with state and community leaders to find solutions that will increase access to appropriate services for children in the juvenile justice, foster care, and early intervention systems.

Method: This goal will be accomplished through the following: 1) information and assistance to help families, professionals, and self-advocates understand their power to make IDEA work for students with disabilities; 2) training opportunities to help families, self advocates, and professionals apply what they learn to improve outcomes for students; 3) special education coaches who can help families and students effectively advocate for themselves in the special education process; and 4) increased statewide and community capacity to make services more responsive to the needs and possibilities for children with disabilities. Coaches will model and transfer skills in planning, problem-solving, conflict avoidance, communication, and facilitation so that families and students can become successful advocates who can build partnerships with schools that lead to success for students.

Products: Individual assistance will be delivered through the toll-free telephone, World Wide Web site, e-mail response, mailings, fact sheets, the "PEATC Press," and through direct assistance. Workshops and high-tech and low-tech distance learning opportunities will be provided, including self-study guides, audiotapes, online courses, collaborative regional conferences, and training for trainers.

Grant Number: H328M990017

Parent Partners

Project Director: Thompson, Hollia
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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The primary goal of Parent Partners is to assist the parents of children with disabilities to participate more fully and effectively with professionals in meeting the educational needs of their children.

Method: This goal will be accomplished through the following objectives: 1) to provide information and technical assistance relevant to children and youth with disabilities, students with disabilities, their parents, and other interested parties; 2) to provide training and information for parents and professionals in content areas that enhance their capacity to ensure that children with disabilities receive a high-quality education and with a special focus on the education needs of children with disabilities from underrepresented groups; and 3) to work in conjunction with the Center for Law and Education to disseminate materials focused on involving youth with disabilities in the development and implementation of their own transition plans and individualized education programs, and to develop Mississippi-specific training curricula and materials to better assure that students with disabilities will participate in state assessments and the "regular" school curriculum and will learn to the highest standards possible.

Products: Information will be disseminated by video and audio tape presentations; a quarterly newsletter; large and small training sessions for parents, professionals, and students; an annual statewide conference; and a toll-free phone number for parents across the state. The project will also develop and disseminate a resource directory; serve as a liaison with various service provider agencies and consumer/advocacy groups; and work collaboratively with the Mississippi Department of Education and projects housed in the offices of the Independent Living Center in both the northern and southern regions of the state.

Grant Number: H328M990020

Parent Information and Training Center

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The purpose of this project is to provide parents of infants, toddlers, and children with disabilities with training and information they need to enable them to participate effectively in helping their children with disabilities to meet developmental goals and, to the maximum extent possible, those challenging standards that have been established for all children, and to be prepared to lead productive independent adult lives, to the maximum extent possible.

Method: The project will assist 500 parents to assume their roles as active decision makers in the educational team process, through workshops and conferences designed to respond to specific parent-identified needs. It will establish and coordinate a parent networking connection for collaborative parent/professional partnerships to reduce isolation, support proactive parent involvement, and encourage the sharing of information and resources about issues, services, and practices; and it will work to improve the overall services of Parents Helping Parents of Wyoming, Inc. through the enhancement of the regional system designed to meet the unique needs of parents/professionals in their communities. To implement these goals, the project will have five part-time regional outreach parent liaisons, located in geographically and economically diverse communities around the state, who will provide support and information to families on an individual basis and as support in individualized education program meetings.

Products: The project will develop small group presentations suitable to the multi-diverse cultures of Native American and Spanish-speaking parents to help empower them to become more actively involved in the educational process. It will maintain a statewide toll-free number, with a TDD, for parents to access information, support, and referral services. The project will have a World Wide Web site; a newsletter disseminated to 3,000 families and teachers around the state; and a lending library of books, videos, audiotapes, and materials on disability and educational issues, parenting skills, and related topics.

Grant Number: H328M990022

National Native American Families Together Parent Training Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The purpose of this project is to increase parental partnerships between Native American families who have a child with a disability (birth through transition to adult services) and professionals in the collaborative decision-making processes for their student's education.

Method: Through a collaborative effort with the University of Idaho, Project UPLIFT, and Washington State University, this project will establish a guiding council of Native American families and professionals. Eight regional coordinators will serve in a train-the-trainer program, conduct workshops, and disseminate information. Each regional coordinator will develop a cadre of six community liaisons who are parents from the community or tribe and who will receive training as local resource persons, providing one-to-one support to 60 families per region.

Products: The project will develop culturally responsive information and training materials to be disseminated nationwide to 1,000 tribes and communities serving Native American students through the Families Together Outreach Center. Materials, booklets, newsletters, and videos will be developed that address all areas of parent participation in the decision-making process, including individualized education programs and individualized family service plan participation, transition, placement, and school reform. In addition, materials will address specific age groups, issues of communication across cultures, assessment of culturally diverse individuals, and general information about disabilities. The project will provide three regional workshops in each region (four regions in year one, six in year two, eight in year three, and nine in year four) to parents and professionals on the mandates of IDEA Parts B and C, Section 504, and other pertinent legislation. During the four years of the project, 162 sharing sessions will disseminate information to 3,240 families on methods that will increase parent participation in their child's program development.

Grant Number: H328M990023

Specialized Training of Military Parents (STOMP) Parent Training and Information Project for Military Families

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will continue to provide training, information, resources, and services to military families of children with disabilities to increase their ability to effectively advocate for their children.

Method: To address issues that military families face, such as poor access to services, cultural diversity, and high levels of low-income families, the STOMP Project will utilize a three-tiered approach. Families will be able to work with staff who have experience serving within the military through one-to-one assistance directly on the phone, via e-mail, or regular mail services. Secondly, the project will provide services through chat rooms, bulletin boards, and video conferencing. Thirdly, staff and identified consultants will provide workshops at installations upon request, and provide and facilitate an annual conference offered for teams of parents and military professionals to enhance their skills in assisting families within their communities. Individuals receiving training at the annual conference will provide feedback, documentation, and outcomes to the project regarding the services they have provided and any additional follow up that STOMP can provide to assist them in their efforts.

Grant Number: H328M990024

Missouri Parents Act (MPACT)

Beginning Date: 10/01/99
Ending Date: 9/30/03

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Missouri Parents Act
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Purpose: The overall goal of this project is to enhance the ability of parents to advocate for their child with special needs through a better understanding of their rights and responsibilities under the Individuals with Disabilities Education Act (IDEA) and to facilitate systems-level change through collaboration with existing state and local agencies.

Method: MPACT will work to enhance its leadership role and that of parents of children with disabilities across Missouri to plan and implement initiatives that meet their needs. The project will provide training and technical assistance throughout the state on issues relevant to empowering parents of children with special needs. It will ensure that Missouri parents have accurate and comprehensive information related to the educational needs, program options, services, and resources available at the local, state, and national levels. It will identify and assist traditionally underrepresented parents, including minorities, low-income families, and those in urban and isolated rural areas, to fully participate in all MPACT programs and activities, and it will collaborate with state and local agencies to maximize the funding for parent empowerment and to facilitate systems change.

Products: The project will work to: establish six regional advisory panels; recruit and train 100 volunteers; train 5,000 parents on effective communication, their basic educational rights, and the Individualized Education Program process; provide technical assistance to 10,000 individuals; disseminate 5,000 customized information packets to parents and 15,000 Parent-to-Parent newsletters; and provide 1,200 minority families with training, technical assistance, and information resources.

Grant Number: H328M990025

Massachusetts Parent Training and Information Center

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The project will continue to operate the Massachusetts Parent Training and Information Center, which will provide parents of children with disabilities with the information and training they need in skill building, leadership development, and participation in systems change.

Method: The project will provide parents with culturally responsive, linguistically appropriate, and individualized information, support, and assistance and empower them to assume their role as active decision makers in the education of their children with disabilities through workshops on critical aspects of federal and state special education and education reform laws. It will develop their leadership capacity by providing in-depth training and technical assistance for emerging and established parent leaders, especially those in underserved communities. It will expand and strengthen collaborative relationships with community-based, statewide, and national organizations, particularly those in underserved areas of the state.

Products: Over the course of the project, nearly 100,000 parents will receive 16 issues of "NewsLine"; information will be accessed from the Federation's World Wide Web site at least 960,000 times; and 26,000 parents will receive individual assistance via telephone, mail, and e-mail. Other products of this project include: workshops and leadership development activities, a conference, community-based and statewide partnerships, and systems change efforts.

Grant Number: H328M990027

S.A.P.P.H.I.R.E. (Southern Arizona Pilot Parents Helping Others Access Information, Resources, and Empowerment)

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will address issues affecting families of children representing all disabilities, ages, and family constitutions in rural areas and throughout Arizona, in a geographically convenient and culturally appropriate manner.

Method: Pilot Parents of Southern Arizona and RAISING Special Kids will work together on this project in various areas such as student-led individualized education programs (IEPs), sibling support, policymaking, and grassroots organization. The project will provide information to teachers and other related professionals so that they are prepared to assist students with disabilities in facilitating their own IEPs. It will utilize a diverse group of volunteer families along with paid parent staff positions throughout the state to take advantage of existing community development and expertise. It will develop and maintain a system of collaborative management and responsibilities of parent training and information activities and develop a network of supports to families living in Arizona's designated enterprise communities and residing on Native lands and reservations.

Products: The project will provide information and support to 3,000 families of children with disabilities throughout Arizona in order that these families may better understand their rights and responsibilities under IDEA and become more involved in their child's education.

Grant Number: H328M990028

Arizona Parent Training and Information (PTI) Network

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will operate parent training and information (PTI) center activities in central and northern Arizona and will assume a lead role in managing the statewide PTI network, which includes RAISING Special Kids (RSK) in central and northern Arizona, Pilot Parents of Southern Arizona, and Families Reaching Harmony on the Navajo and Hopi reservations in northeastern Arizona.

Method: The project will provide information and support by utilizing a large, diverse pool of trained family volunteers, providing staff support, and providing learning opportunities through workshops designed specifically for the needs expressed by families. Local volunteer coordinators will provide direction in supporting families in smaller, rural communities. The project will also work with school districts to encourage their use of the student-led individualized education program process. The project also encourages leadership development activities for families to help them facilitate system change.

Products: RSK will annually provide information and support to 5,000 families who have children with disabilities and/or special needs. RSK will also provide 800 professionals with development opportunities so they can better serve children and families.

Grant Number: H328M990030

TASK Parent Training Project

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project will address the continued documented need for increased parental participation in the special education process in southern California, and those areas of northern California presently not being served by the parent training centers of the North.

Method: The project will provide training and information to 3,500 parents of children with disabilities (including underserved populations) and to the professionals who work with children with disabilities to increase their awareness of their involvement in the decision-making process. Parents will be assisted to: better understand the nature of their child's disability, along with their educational and developmental needs; communicate effectively with special and regular education personnel and related services personnel; participate in the decision-making processes and the development of their child's educational programs; and obtain appropriate information about the range of options, programs, services, and resources available. Students with disabilities will be assisted to understand their rights and responsibilities upon reaching the age of majority and to be aware of self-determination and self-advocacy skills during the transition process.

Products: Parental skills will be fostered through workshops, individual assistance, disability fact sheets, resource and referral information throughout the service area, and assessment of the technology needs of persons with disabilities. Parent participation in school reform, networking, and promoting partnerships between parents and school personnel will be stressed during workshops and telephone advocacy. Materials translated into Vietnamese, Japanese, Korean, and Spanish will be available. TASK will provide services to 10 counties in southern California and technical assistance to counties east of the Sierra Nevada, north to the Oregon Border.

Grant Number: H328M990031

Pacific Outreach Partnerships for Parent Empowerment (POPPE): A Parent Training and Information Technical Assistance Center for Parents/Families in the Outer Pacific Jurisdictions

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Beginning Date: 10/01/99
Ending Date: 9/30/01

Purpose: This project will provide outreach, training, mentorship, technical assistance, support, and information services to minority, unserved, and underserved parents and families in four jurisdictions in the western Pacific. POPPE will build the capacity of parents in these outlying areas to develop their own organizational structures and support systems that will be culturally sensitive and relevant to the needs of Pacific families.

Method: The project will work in partnership with the Hawaii Center on Disability Studies' Pacific Outreach Initiative (POI) Office, at the University of Hawaii, and will be the only parent training and technical assistance project for parents of children with disabilities in the vast western Pacific region. It will provide services to parents of children who particularly were inappropriately identified or not identified at all. It will establish cooperative/collaborative relationships and linkages with community and parent resource centers in each jurisdiction across the region, and it will collect, analyze, and report data on the activities of the project and the effectiveness of the strategies used to provide outreach.

Products: The project will establish parent training and information centers (PTIs) in all seven Outer Pacific island states participating in the project. Parent support teams will be trained and will actively assist parents to access needed information. Ongoing parent support trainings/meetings will be held on each island, where parents will have access to information and materials regarding disabling conditions. An electronic communication system will be created in order for parents/families to access information and network with Pacific and mainland PTIs.

Grant Number: H328M000002

Rhode Island Training and Information Center for Parents of Children and Youth with Disabilities

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Website: http://www.ripin.org

Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: The Rhode Island Parent Information Network (RIPIN) Parent Training and Information Center on Disabilities (PTIC) will expand services with the goal of improving educational and life outcomes for children, preparing them to be lifelong learners, productive workers, and responsible citizens.

Method: The project will offer a comprehensive array of services and supports to families of children with disabilities (ages birth to 21) and the professionals who support them, using specific outreach measures for underserved populations. The project will provide training, information, and advocacy to families, which strengthens their role as parents and empowers them to better meet the needs of their children and to participate in systems change initiatives. The PTIC will also develop and offer training to professionals in higher education institutions, agencies, and schools on culturally sensitive family-centered practices. Project staff will foster family involvement in all aspects of the design, implementation, and evaluation of services and supports for families at the local, state, and national levels, promoting a unified service system that collaborates with families and pools resources to meet the needs of children and their families.

Products: The results of this project will include progressive changes impacting families, children, community agencies, professionals, and policy makers.

Grant Number: H328M000005

Virgin Islands Family Information Network on Disabilities Parent Training Center (V.I. FIND)

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Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: Virgin Islands Family Information Network on Disabilities (V.I. FIND) will continue providing important services to the parents of children with special needs.

Method: V.I. FIND will carry out the following seven activities over the five years of the project: 1) provide support, materials, and training to 135 parents of infants, toddlers, and preschoolers with developmental delays; 2) provide individualized materials to 400 parents of school-age children with any disability; 3) provide training to 600 parents of children birth to school age in all aspects of understanding IDEA; 4) provide training in effective communication skills to at least 80 parents; 5) identify and train 12 parents per year to serve as support group leaders, parent trainers, group leaders, advocates, and future members of the board of directors, beginning in the second year of the project; 6) provide awareness training to 150 parents of infants and toddlers, and 76 day care providers and personnel, on IDEA/Child Find; and 7) expand the library center by an additional 100 resources.

Products: The project will reach out and inform parents via school announcements, media advertisements, mail-outs, posters, and interagency cooperation. Support, education, and training will be provided through individual sessions, meetings, group sessions, and workshops. All the project's materials will be printed in English and Spanish to bridge language barriers.

Grant Number: H328M000011

American Samoa Parents are Vital to Education

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Beginning Date: 10/01/00
Ending Date: 9/30/04

Purpose: The American Samoa PAVE (Parents are Vital in Education) Parent Training Project will provide information and training for parents of children with disabilities (birth through transition to adult services), students themselves, and professionals. The information and training provided through this project will help build partnerships to implement a collaborative decision-making process among parents, students, school districts, and other professionals in formulating the students' special education program.

Method: Project staff will work directly with parents and students by phone or in person. The information provided will assist families in understanding their individual situations, allowing them to become their own best advocates. The project will continue to use a train-the-trainer model to support community liaisons, primarily parents who volunteer to help other parents and students in their communities secure appropriate special services. PAVE will also help develop and support chapters throughout American Samoa to provide opportunities for families to increase their leadership skills as they work in partnership with education professionals on issues within their communities. It will also use technology such as e-mail and Internet-based learning to serve families. It will provide parent workshops on collaboration with schools, professionals, and other agencies in developing appropriate special education programs for children with disabilities.

Grant Number: H328M000013

FAST — Families and Schools Together — Make it Happen!

Project Director: Diehl, Nancy; Jenness, Roth
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Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: This project, the STEP Center (Support and Training for Exceptional Parents), will provide training and information services to parents of infants, toddlers, children, and youth with disabilities throughout Tennessee. The services are designed to foster equal partnerships and encourage collaboration between parents and the professionals who work with their children. This project continues STEP's current services, expands capacity to meet demand, and adds new methods and activities to address unmet needs.

Method: STEP will engage in outreach, training, information, and assistance activities that are organized around four goals and eighteen specific objectives in a project called Families and Schools Together (FAST) — Make It Happen!. A prominent feature of the STEP project is the use of multimedia training technologies to increase access to training and information and to meet the needs of parents who cannot or do not make use of traditional training workshop models. Parent trainers and volunteers across the state will help to facilitate the development of local networks for support and information. Approximately 15,000 parents each year will be able to access STEP's services.

Grant Number: H328M000014

West Virginia Parent Training and Information — State-Wide PTI Serving Families and Professionals of Children with Special Needs (in the Educational Setting)

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Beginning Date: 9/01/00
Ending Date: 8/31/04

Purpose: West Virginia Parent Training and Information, Inc. (WVPTI) will provide support, training, and information to West Virginia's families of individuals with disabilities. WVPTI will conduct a "grassroots" approach to training and collaboration, a service delivery system that has been very successful in reaching West Virginian families.

Method: The project activities will accomplish the following goals: 1) provide information and support designed to assist West Virginia's families of a child with a disability in understanding the nature and needs of their child's disability and strengthen their ability to access services and participate in decision making; 2) assist West Virginia parents of children with disabilities to participate fully in the educational decision-making process by providing a comprehensive menu of workshops, conferences, audiotapes, and videotapes; 3) provide specific information, training, and support designed to assist West Virginia families in extremely rural areas or isolated by other conditions; and 4) provide culturally appropriate information, training, and support designed to strengthen the ability of West Virginia's diverse and traditionally underserved/unserved population of parents to understand and participate in making educational decisions.

Products: The demand for WVPTI-developed materials through information requests, resource databases, and the WVPTI World Wide Web Page (www.ioline.net/wvpti) supports the need for their continued development and use. All of the project's workshop manuals are available on audiotape for any audience, and many parent materials are written at a low reading level.

Grant Number: H328M000015

Parent Education Network Parent Training Project: An Information, Skill Development and Support System for Parents of Children with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: The Parent Education Network (PEN), a statewide parent coalition, will provide services and training to Pennsylvania parents of infants, toddlers, children, and youth with a full range of disabilities.

Method: The project will conduct the following activities: 1) public information, dissemination, and outreach; 2) workshops; 3) training for parent support and self-determination; 4) individual information, technical assistance, and consultation; 5) parent and professional partnerships; and 6) training and assistance to minority parents. Workshops will be designed to assist parents to effectively participate with professionals to develop early intervention and special education programs. Regional PEN offices will be located in rural areas of high poverty and unemployment and also in major metropolitan areas of Pennsylvania (Pittsburgh, Erie, Harrisburg, Philadelphia, and Allentown) where significant numbers of unserved, minority, and non-English-speaking people reside. The central office will target the remaining counties and continue to provide direct services throughout the state, as well as coordinate and supervise activities of the regional offices.

Products: The project plans to conduct at least 20,000 outreach contacts per year, with emphasis on unserved or underserved, unidentified or inappropriately identified, unaffiliated, minority and non-English-speaking parents. The project will conduct at least 28 workshops per year which will reach 1,200 parents and professionals per year. The project will distribute information to parents, professionals, and interested others via the "PENews," e-mail, the PEN World Wide Web site, the public library system, news articles in community/regional/local shopper papers, cable TV (English and Spanish), Home Extension Service, radio/TV spots, community activities, and conferences.

Grant Number: H328M000016

Idaho Parents Unlimited, Inc. (IPUL) Parent Education Resource Center

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Website: http://rmci.net/ipul

Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: This project will continue and expand services offered since 1989 through the Parent Education Resource Center (PERC) to Idaho families of children/youth with disabilities ages 0 through 21.

Method: PERC will increase parental knowledge of educational problems, issues, and effective strategies through offering a variety of services. PERC services are delivered directly to parents by seven Parent Education Coordinators (PECs) located throughout Idaho. PERC staff builds local capacity to provide, improve, or expand services that address the needs of parents and their children with disabilities by establishing regional Parent Advisory Councils and by training regional Volunteer Resource Parents who support and assist families of children with disabilities. PERC reaches out to unserved and underserved families by training Ambassadors to promote IPUL services in rural areas to community groups. A 15-member board of directors from across Idaho, fourteen of whom are parents of children/young adults with disabilities and two of whom are from minority populations, provide organizational oversight.

Products: PERC provides printed materials, training, one-to-one assistance by phone and e-mail, a World Wide Web site, a quarterly newsletter ("The Idaho Parent Network") with a circulation of 7,000, and an annual parent conference.

Grant Number: H328M000017

North Carolina Parents Together: A Comprehensive, Collaborative, Statewide Parent Training and Information Project

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Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: This project will expand its parent training and information efforts to meet identified needs of North Carolina families of children with disabilities, to break down barriers to providing training and information, and to implement results of research on effective parent education programs.

Method: The project will conduct the following activities: 1) continue the services currently provided to North Carolina families, including the Exceptional Children's Assistance Center's (ECAC's) lending library, newsletter, toll-free parent information line, individual assistance, information packets, parent-to-parent information and referral, and World Wide Web site; 2) continue to provide parent education workshops geographically dispersed throughout the state; 3) collaborate with other North Carolina disability and family organizations to provide leadership and advocacy training to staff, local chapter leaders, volunteers, and "IEP Partners," who will volunteer to support other families at IEP meetings; and 4) continue and expand services to reach families in North Carolina by providing a flexible, collaborative information and training program that offers materials and workshops for non-English speaking and low-reading-level families, materials and workshops that respond to the needs of families from diverse backgrounds, and materials in a variety of formats.

Products: Through this project, North Carolina families of different backgrounds and educational levels will have access to knowledge and skills to become participators in their child's education. The access to knowledge and skills will be achieved via the variety of information dissemination activities detailed above.

Grant Number: H328M000018

Metropolitan Parent Center (PTI)

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Beginning Date: 10/01/00
Ending Date: 9/30/01

Purpose: This project will continue the existing Metropolitan Parent Center (MPC), which assists underserved populations in New York.

Method: The existing model includes the following core components: 1) individual assistance to families in need of immediate information and advocacy; 2) training for parents, and for students approaching adulthood, including those from culturally and linguistically diverse backgrounds, on specific disabilities, service options, due process rights, education reform, specific learning and communication methodologies, cultural competence, transition issues in early childhood and young adulthood, and other topics; 3) facilitation of the formation and development of parent groups, whether united by common language, culture, neighborhood, or interest; 4) development of the capacity of parents who choose to engage in advocacy on behalf of other parents to render effective, informed service with due regard for the principles of ethical advocacy; and 5) creation of opportunities for parents, including those from culturally and linguistically diverse backgrounds, to participate in policy review and validation activities relating to initiatives to reform and improve special and general education, including collaboration with academic and policy analysis institutions. At least two sessions per month will be provided on a range of topics, which will vary according to parent requests and emerging issues. The MPC will incubate a new parent center focusing on Long Island, with an emphasis on school districts with a concentration of unserved minority parents. The MPC will continue its collaborative activities with other parent programs and community-based advocacy organizations, and will identify and pursue new opportunities to collaborate.

Products: The MPC will deliver training to approximately 1,200 attendees.

Grant Number: H328M000019

The Connections Project

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Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: The Connections Project addresses the individual needs of families of children with disabilities in New Hampshire by providing an array of services and options in their communities, through the Parent Information Center's (PIC's) regional structure and satellite offices.

Method: The Connections Project will provide the following services annually: 1) information and support to a minimum of 9,000 persons via a toll-free phone line, mail, e-mail, World Wide Web site, and drop-ins; 2) print materials on a variety of subjects, including materials in other languages and newsletters to be circulated to more than 43,000 people; 3) workshops and training; 4) technical assistance to 1,500 parents to enable full participation in the decision-making process and development of IFSPs/IEPs; and 5) collaboration with local, state, and national agencies, organizations, support groups, schools, and others.

Products: PIC will produce several workshops for the MCTV cable network, which reaches more than 120,000 households in New Hampshire. The project will provide parents with the connections to information, support, materials, training, technical assistance, and resources they need to achieve improved outcomes for their children with disabilities.

Grant Number: H328M000020

A Parent Training and Information Center in New York City for Parents of Children with Disabilities and Special Needs and the Professionals Who Work with Them

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Beginning Date: 10/01/00
Ending Date: 9/30/01

Purpose: This parent training and information project will conduct outreach activities and disseminate information to inform and assist parents and professionals to ensure that all New York City children with disabilities, their families, and the professionals who work with them have access to and obtain educational and other services.

Method: The project will conduct outreach and disseminate information to 235,000 parents and professionals through the media, mailings of publications, direct contact, and capacity building. It will provide direct information, case management, individual advocacy, and support to over 5,000 parents and over 1,000 professionals. Training will be given in English and Spanish, and workshops will build knowledge and capacity regarding special education laws and systems. The Center without Walls will be expanded to reach, train, and serve 300 unserved and underserved parents, the majority of whom are minority group members. It will strengthen information and online services through publication of a directory of programs and services for children and youth with disabilities and their families. It will also develop networks and links to expand access to information for parents and professionals, encourage collaboration, and promote system advocacy.

Grant Number: H328M000022

AWARE (Assisting with Appropriate Rights in Education)

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Beginning Date: 12/01/00
Ending Date: 9/30/05

Purpose: This project will continue AWARE (Assisting with Appropriate Rights in Education), Hawaii's statewide parent training and information center, which, in its ten years of existence, has provided information, training, and support throughout the islands to over 1,500 parents and family members each year. AWARE maintains a focus of teaching and empowering parents, reaching out to all of Hawaii using innovative methods, providing "user friendly" information, and creating partnerships to establish networks of support.

Method: This project will continue and improve its services to meet the needs of Hawaii's families in geographically isolated but culturally rich island communities. Each year of the project, AWARE will provide information, support, and referral services to 800 parents; training to 900 parents; and technical assistance to 300 parents. It will reach out to unserved and underserved communities that are geographically isolated or ethnically diverse. It will provide one-on-one consultation/mentoring or case assistance to 80 parents per year. It will build support networks through technology and collaboration with other groups, leverage resources, and build local capacity and parent leadership.

Grant Number: H328M000024

Project PROMPT

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Website: http://www.projectprompt.com

Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: Project PROMPT will expand the current parent training and information center, which includes training, materials development, interagency networking, and information dissemination to parents of students with disabilities. The project will provide information and assistance on federal and state laws, including best practices in transition-related services, behavior management, and drop-out prevention.

Method: Specific information will be provided on special education laws, transition issues, IEP development and implementation, knowledge of service systems, communication techniques, least restrictive environment, increased exposure to successful programs, program support for at-risk students and community awareness, parent/peer support for individual assistance, and specific outreach to traditionally underrepresented, underserved groups. The project will also include strategies to improve services and outcomes for Louisiana students by incorporating goals from Louisiana's State Improvement Plan and State Improvement Grant.

Grant Number: H328M000025

Oklahoma Millennium Partnership Project: Parent Training and Information Center

Project Director: Bishop, Sharon M.
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Beginning Date: 10/01/00
Ending Date: 9/30/05

Purpose: The Oklahoma Parents Center will meet the critical training and information needs for effective parental participation in the educational decision-making processes for their children with disabilities in need of special services. The Oklahoma Millennium Partnership project will provide training and information to parents of children with all ranges of disabilities including infants, toddlers, children, and youth, with emphasis on community outreach for the underserved and minorities in rural and urban areas throughout Oklahoma.

Method: The project will offer a variety of information services and training workshops to parents and families of children with special needs. The Oklahoma Millennium Partnership will train parents, including parents from culturally diverse groups, to acquire skills needed to offer training and information to other parents. These Parent Consultants will be equipped to offer various kinds of one-to-one assistance, including conflict resolution, to other parents. Parent Consultants will become knowledgeable about special education laws, regulations, and due process. They will participate in individualized education program (IEP) meetings with parents. Often this parent-to-parent partnership can result in early, amicable resolutions of disputes. The project will also offer parents who are already trained as Parent Consultants the opportunity to become Associate Trainers, to assist the project staff in conducting Basic Training workshops for other parents. Parent Consultants, local leaders, early intervention leaders, educators, service providers, adults with disabilities, community leaders, and young adults with disabilities will be invited to form coalitions to share knowledge on local resources, do problem solving, and become informed on state activities and legislation that impact on children with special needs. Satellite centers will enable Oklahoma Parents Center, Inc. to offer improved services to families in their communities. The centers will be designed to serve hard-to-reach families, particularly those who are culturally and racially diverse and those who live in rural areas.

Products: Parents of all infants, toddlers, children, and youth with special needs will have local access to the information and training they require to participate as equal partners in the educational planning for their children. The project will make training and information available to over 13,000 parents of children in Oklahoma who receive special education and related services under IDEA each of the five years of the project.

84.029R
Technical Assistance to Parent Projects

Grant Number: H029R970002

Technical Assistance Alliance for Parent Centers

Project Director: Goldberg, Paula F.; Jamison, Sharman
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Beginning Date: 10/01/97
Ending Date: 9/30/02

Purpose: This project of the PACER Center intends to establish The Technical Assistance Alliance for Parent Centers to assist families of infants, toddlers, children, and youth with disabilities. It will create a technical assistance delivery system to enable parent centers to better meet the growing needs of the families of children and youth with disabilities that they serve.

Method: The project will develop technology for online access and for the creation of a communications network for the delivery and collection of information. It will construct an administrative structure with a cultural awareness to increase cultural competency and accessibility in its publications and technical assistance activities. Through its electronic network, conferences, meetings, and dissemination efforts, the project will build collaborative relationships with stakeholders, national clearinghouses, regional resource centers, other national dissemination projects, and with representatives of the business community and the media. It will assist parent centers to develop outcome evaluation processes for their own activities and it will use technology to collect and summarize outcome evaluation data to help document the collective impact of parent centers nationally.

84.086C

Center on Implementing Inclusive Education for Children with Disabilities in Urban Districts, Particularly Students with Severe Disabilities, as a Part of Systemic Education Reform

Grant Number: H086C970005

Working to Scale in Urban Schools: The National Urban Institute for School Improvement

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Beginning Date: 10/01/97
Ending Date: 9/30/02

Purpose: Through networking, technology, action research, information systems, professional development schools, model building, consensus, and dissemination, this project will support urban communities and families to build their capacity for sustainable, successful inclusive schools.

Method: Using special education as a galvanizing agent, the Institute will develop three centers of activity: a Research Synthesis Center, studying effective schooling practices and outcomes, urban life and culture, and community stakeholders. The Implementation Center will study the linkages between school districts and institutions of higher education and the impact on preservice school professional preparation, action-research agendas, and the development of leadership teams. The Marketing, Dissemination, and Utilization Center will study school reform agendas and educational networks within the general and special education communities with the aim of creating high quality inclusive urban schools through information access and networking.

Products: Over the five years of the grant, the three centers of the Institute will focus on various outcomes. The Research Synthesis Center intends to incorporate theory and research findings about the inclusion of students with disabilities into systemic educational reform efforts, including efforts to improve education in multicultural environments. The Implementation Center will support the continued improvement of inclusive urban schools through assets mapping, continuous school improvement processes, and professional development schools. The Marketing, Dissemination, and Utilization Center intends to link, inform, and strengthen national networks of parents, education professionals, and advocacy groups interested in pursuing inclusion of students with disabilities as a component of systemic educational reform in urban districts.

84.237T
Developing Strategies for Effective Collaboration Among Educators and Agencies Serving Children and Youth With, or At Risk of Developing, SED

Grant Number: H237T960005

Center for Effective Collaboration and Practice

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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: Children with, or at risk of developing, serious emotional disturbance (SED) achieve dismal educational and social outcomes. At present, there is a significant gap between what is known from research and model programs, and current practices. An innovative center to promote coordination and communication of effective practices can surmount the barriers to collaboration and knowledge use in the multi-disciplinary, multi-stakeholder, multi-ethnic context in which children and youth with SED are served.

Method: The Center will engage in a series of strategic activities to help SED community members to develop a greater capacity to produce, access, and use information, and to collaborate operationally. These activities are organized around facilitating and expanding interagency collaboration, facilitating the identification and development of useful and usable information, facilitating access to and exchange of information, and collaborating with related federal centers. Activities will address barriers to improving practice and sustaining collaboration; be driven by the needs of those who will use the information; link different knowledge communities in a sustained manner; address barriers to effective information use and exchange; align with, build upon, and enhance the capacity of the federal and state infrastructure that supports knowledge development and use; and reach out to historically marginalized groups. Diverse consumer, practice, and research communities will join the Center through expert teams to contribute to multidisciplinary, multi-stakeholder work groups. Strategic alliances with national organizations and centers will extend the Center's capacity to reach target audiences. Operational ties to state and local programs will reflect the range of services, settings, and challenges that effective approaches must address.

Products: The Center will identify and synthesize knowledge to address the needs of diverse end-users (e.g., family members) and present the information in formats that they can easily and effectively use.

84.326A

Linking Policy and Practice Audiences with the 1997 Amendments of IDEA

Grant Number: H326A980004

Family and Advocates Partnership for Education

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: PACER Center will establish the Families and Advocates Partnership for Education as a strong partnership linking together families, advocates, and self-advocates to focus on the implementation of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, including Part C. This partnership, representing the needs of 5.8 million children with disabilities, focuses on the target audiences of students receiving special and general education, their family members, and disability advocacy organizations. The goals of the project are: 1) to inform and provide support to families and advocates through a partnership among families and disability organizations; 2) to promote research-based best practices that positively impact the results for children with disabilities in accessing challenging curricula, meeting high expectations, realizing success through ongoing assessment of progress, and increasing the involvement of parents and disability advocates in children's programs; and 3) to maintain effective and efficient networking, marketing, and outreach activities that ensure broad-based understanding of the 1997 IDEA changes and promote proper implementation at the state and local levels.

Method: To achieve the first goal, the project will link with over 1,500 advocacy organizations around the nation representing children in special education as well as those in regular education. A group of 11 core partners will be actively involved in developing a coordinated system of communication to facilitate information exchange, promote networking, leverage resources, and ensure that families and advocates across the nation have a voice in the implementation of the IDEA Amendments of 1997. To achieve the second goal, each core partner will identify strategies to reach underserved and underrepresented families and advocates to ensure that they receive appropriate and up-to-date information on best practices as well as to provide feedback to researchers. To achieve the third goal, the project will provide representation and continual input from families and advocates to the Linking Policies and Practices (LPP) Coordinating Committee. Core partners will identify additional national and community groups, including business partners, who are stakeholders in the education of children to become a part of the partnership and provide outreach to families and advocates. The 11 core partners include: 1) the National Technical Assistance Alliance for Parent Centers, which coordinates technical assistance delivery to all 78 federally funded IDEA parent and information centers, including the Community Parent Resource Centers, in the U.S. through four regional centers; 2) Federation of Families for Children's Mental Health (FFCMH), a national parent-run organization for families of children with emotional, behavioral, or mental disorders; 3) Academy for Educational Development (AED), which operates the National Information Center for Children and Youth with Disabilities (NICHCY), the National Transition Alliance, the Federal Resource Center for Special Education, the National Institute for Work and Learning, and other projects, which reach over 80,000 parents and advocates annually; 4) the Center for Law and Education (CLE), a national advocacy organization dedicated to improving the quality of education for all children and youth, particularly those from low-income families, which operates three national projects: Title I and School Advocacy Reform Project, Vocational Education High School Reform Project, and Educational Rights for Students with Disabilities; 5) Family Voices, a grassroots national network speaking on behalf of the 12.6 million children with special health care needs in the U.S.; 6) National Down Syndrome Congress (NSDC), which has 600 parent groups in all 50 states and over 10,000 members; 7) National Council on Independent Living (NCIL), which provides information and assistance to more than 450 Centers for Independent Living in every state; 8) National Coalition for Parent Involvement in Education (NCPIE), which is a coalition of over 70 national organizations that have been working together to foster family, school, and community partnerships, and which represents the leaders in regular education and has the potential to disseminate information to 3 million people; 9) National Indian Child Welfare Association (NICWA), which assists American Indian families on reservations and throughout the country and provides information on policies and legislation, training, and technical assistance to all tribes including information regarding schools and IDEA; 10) Fiesta Educativa, which assists Latino and Spanish-speaking families in urban and rural areas; and 11) National Association for Parents of the Visually Impaired, which has members in every state.

Products: An ongoing needs assessment among the core partners will provide continual input from families and advocates. Information will be provided through the latest technology, including a partnership World Wide Web site, e-mail, yearly train-the-trainers conferences on IDEA, standardized curricula, and a toll-free information number for technical assistance to families. Core partners will provide a yearly work plan that outlines a needs assessment, communication strategies with constituents, and an outreach plan to ensure that the needs of underserved and underrepresented families and advocates are heard. Over 1 million families, advocates, and self-advocates have the potential to be reached each year. The project will identify existing databases on best practices and develop a new database on the World Wide Web, and will provide information and linkages for research projects. A team of experts will provide technical assistance for a broad-based media and marketing campaign to promote public awareness of the 1997 IDEA Amendments and improved outcomes for children.

Grant Number: H326A980005

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: IDEA Local Implementation by Local Administrators (ILIAD) Partnership

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: The vision of the ILIAD is three-fold: 1) to provide accurate information related to the successful administration of IDEA '97 to every school/early intervention site in the U.S.; 2) to assure responsive systems are in place for facilitating implementation of IDEA '97; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities. The eight goals of this project are the following: 1) increase the knowledge of local administrators (primarily principals, local directors of special education and pupil personnel, early childhood coordinators, superintendents, and curriculum supervisors) about the range of options for meeting the legal requirements of IDEA 97 Amendments and regulations through telecasts, electronic venues, and multimedia packages in at least 7,000 school districts (reaching at least 100,000 administrators); 2) establish a technical assistance/materials development and evaluation process, creating high quality products, explanations of legal requirements, and strategies for enhancing site-based management of IDEA in at least 7,000 school districts; 3) accelerate IDEA knowledge accumulation in and dissemination to at least 4,000 school districts by collaborating with a network of cross-functional teams and IDEA Spotlight Implementation Sites; 4) provide guidance to administrators in at least 4,000 districts concerning school-wide models for implementing IDEA, including recommendations for positive behavioral supports, accommodations, fully supported inclusion, due process procedures, assessment, assistive technology, accessing the general education curriculum, collaboration among general and special educators, interagency fiscal coordination, enhanced family involvement, and other areas; 5) prepare state and local representatives and establish rapid-response systems (including World Wide Web site information and discussion groups, and ultimately at least 6 regional cadres of cross-disciplinary trainers); 6) promote site-based IDEA leadership models with effective administrator/staff leadership, professional development activities, and collaboration among principals and Directors of Special Education and general and special educators in at least 4,000 school districts; 7) develop an IDEA Administrator's Resource Network of at least 100 administrators to match needs with leaders and emerging experts; and 8) assure that models and mechanisms are in place for continual improvement and ongoing support.

Method: The Council for Exceptional Children (CEC), the Council for Administrators in Special Education (CASE), the National Association of Secondary School Principals (NASSP), the Urban Special Education Learning Collaborative (USELC), the National Alliance of Black School Educators (NABSE), the American Association of School Administrators (AASA), and the Council of Great City Schools (CGCS) will work cooperatively with other associations to address the needs of their members and other administrators regarding the implementation of the IDEA Amendments of 1997. Through this partnership, and the relationship with the other Linking Policy and Practices (LPP) Partnerships and the LPP Coordinating Committee, the project will provide local administrators with the knowledge and skills they need to guide implementation of the changes that IDEA '97 requires. The Linking Policy and Practices Coordinating Committee (LPPCC) will: 1) provide technical assistance and develop materials to assure clarity, practicality, accuracy, consistency of messages, and efficient use of resources across the partnerships; 2) provide partnerships with timely information, including information on pertinent research; 3) implement an expert review process reviewing materials for technical accuracy, practicality, and clarity; 4) implement a joint marketing, training, outreach, and dissemination plan; and 5) conduct a communications campaign highlighting the implementation of research-based practices to increases public awareness of effectiveness and outcomes of those practices. To implement the ILIAD, primary and associate partners will form an affiliation of fluid, cross-functional teams to enhance project decision making, problem solving, and resource development. The project goals will be operationalized in the following phases: Phase 1: Developing & Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality & Program Improvement; and Phase 4: Establishing Models for Continual Support and Improvement.

Products: By the year 2003, the project will result in: 1) students with better access to the general education curriculum, 2) special education teachers and other service providers collaborating in an educational environment that is supportive of their needs for both professional development activities and for timely information disseminated in multiple formats, and 3) administrators with information, strategies, and supports to assist them in their roles in implementing IDEA '97. The project includes four major components supporting local administrators' roles in implementing IDEA '97: 1) materials development and information dissemination, 2) the creation of rapid-response systems using cross-association networks through collaboration with six implementation sites, 3) use of multiple electronic linkages, and 4) leadership and capacity development within school districts. The project will provide multimedia materials to every elementary, middle, and secondary school and a substantial number of early intervention programs in the U.S., and create a critical mass of school districts that are implementing effective, research-based instructional practices. Technical assistance will be provided to individual schools and school districts through a mechanism which allows for site-based management and control: regional cadres of cross-disciplinary trainers will provide technical assistance through satellite broadcasts, World Wide Web site discussion groups, videotape vignettes, on-site consultations, and state, local, and national presentations, with at least one event each quarter throughout years 1-5. It is anticipated that for each project year, one multi-media package, one trifold brochure, and five to eight medium-sized (10-15 page) documents or equivalent will be produced.

Grant Number: H326A980006

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE)

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: The vision of ASPIIRE is three-fold: 1) to provide accurate information regarding IDEA 1997 to every school/early intervention site in the United States; 2) to assure that responsive systems are in place for facilitating implementation of IDEA; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities.

Method: The Council for Exceptional Children (CEC), the National Education Association (NEA), the American Federation of Teachers (AFT), the American Occupational Therapy Association (AOTA), the National Association of Educators of Young Children (NAEYC), the CEC Division for Early Childhood (DEC), the National Association of School Psychologists (NASP), the American Speech-Language-Hearing Association (ASHA), and the American Vocation Association (AVA) will work with other national associations to facilitate the implementation of IDEA and effective instructional practices for young children and youth with disabilities. To implement ASPIIRE, primary and associate partners, building upon their existing resources and established networks, will form an affiliation of fluid, cross-functional teams to enhance project decision-making, problem solving, and resource development. ASPIIRE's goals will be operationalized in the following phases: Phase 1: Developing and Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality and Program Improvement; and Phase 4: Establishing ASPIIRE Models for Continual Support and Improvement. The project will collaborate with other Linking Policies and Practices (LPP) Partnerships and the LPP Coordinating Committee to enhance outreach and widespread dissemination to the 3 million educators and related service professionals throughout the U.S.

Products: By the year 2003, students will have better access to the general education curriculum, and special education teachers and other service providers will collaborate in an educational environment that is supportive of their needs for professional development activities and for timely information disseminated in multiple formats.

Grant Number: H326A000001

The Policymaker Partnership

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: The goal of this project is to enhance the capacity of policy makers to act as informed change agents in improving educational results for children with disabilities. The National Association of State Directors of Special Education (NASDSE) will continue the Policymaker Partnership for Implementing IDEA '97, a project that links policymakers as partners working together to contribute to the successful implementation of the IDEA 1997 Amendments, thereby improving educational results for children with disabilities. The project will continue to conduct the four strategic objectives: 1) to develop and implement collaborative processes for the operation of the Partnership Coordinating Committee (PCC) and the Policymakers' Partnership (PMP) that will sustain all partnerships beyond the term of the project; 2) to engage, with other Partnership Coordinating Committee (PCC) members, in a communication/marketing/media campaign that demonstrates positive educational results for children with disabilities based on research and best practices; 3) to develop cross-partner exploration of IDEA issues, capture the interchange in policy-relevant products, disseminate essential implementation information based on research, and meet the identified needs of PMP constituent groups; and 4) to develop and sustain information, technical assistance, and support networks within and across partnerships, including primary partners, supporting partners, linking partners, OSEP, the other IDEA Partnerships, and consumers.

Method: This partnership is operating among associations and other entities so that they can contribute to the successful implementation of IDEA, including Part C. The Policymaker Partnership provides represented constituency groups with research-based information, support, and technical assistance that will assist in: 1) reviewing and revising policies addressing the education of students with disabilities to align them with goals of IDEA '97; 2) developing systems change strategies for implementing IDEA '97 in the context of general education reform; and 3) administering and managing systems change for implementation of IDEA '97 over time in the context of general education reform. The PMP works within and across the other three partnership audiences along with the Coordinating Committee in order to comprehensively assist and support all partnerships. The primary audiences for the Policymaker Partnership are governors, general/special education policymakers, curriculum developers, mental health agencies, university administrators, and faculty who enact legislation, promulgate rules, and/or oversee the implementation of special education and related services to infants, children, and youth with disabilities within school and early intervention programs.

Products: A policy partnership that focuses on the information and technical assistance needs of these key groups will improve implementation of IDEA '97 by focusing policymakers on the impact of policy decisions on students with disabilities. The work of the primary, supporting, and linking partners is pursued through cross-partner communication including, meetings, retreats, electronic communication and response channels, private World Wide Web site links, and monthly print updates.

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84.326C
Projects for Children and Young Adults Who Are Deaf-Blind

Grant Number: H326C990001

The Kansas Project for Children and Young Adults Who Are Deaf Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The purpose of this project is to ensure that 125 identified children and young adults (birth through 21 years) with deaf-blindness, their families, and their educators will receive technical assistance and services that reflect effective educational practices in general education and community environments based on identified needs.

Method: The goals of the project are intended to certify children who are deaf-blind; expand the current system of local capacity building through a consultant network; expand interagency transition teams; maintain a trainer of trainers model (birth to five); develop a parent and family network; continue to acquire, develop, and disseminate products that contain proven effective educational service delivery; and maintain an active advisory board. These efforts will be enhanced through the Kansas Improvement Plan for Special Education in collaboration with other agencies responsible for providing services to all stakeholders including various state department agencies, state schools for the blind and for the deaf, local education agencies, and university training programs.

Products: The outcome of these collaborative arrangements will directly impact the lives of students and their families, as well as effect system change at local and state levels that will be documented through an extensive evaluation system.

Grant Number: H326C990002

Technical Assistance and Training for Service Providers of Children with Deafblindness in Delaware

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will address the critical technical assistance and training needs in providing services to infants, toddlers, children, and youth with deaf-blindness throughout Delaware, as identified by families, educational and related personnel.

Method: The project will facilitate activities that will address these goals: 1) Every child with deaf-blindness from birth through 21 years will have access to and information regarding services within Delaware; 2) Families will have knowledge and skills to be equal participants in the educational planning and programming for their children with disabilities; 3) Formal personnel preparation programs will be established within the state to increase the number of teachers and related personnel, qualified and certified, to serve students with deaf-blindness from birth through 21 years, and their families; 4) Direct service personnel, in collaboration with families, will develop, implement, and evaluate appropriate educational plans for children with deaf-blindness that reflect best practices; and 5) The Delaware Program for Deafblind Children's Resource Team will demonstrate skills that reflect current best practices. Activities will include family support groups that will be facilitated by a trained counselor who is the parent of an adult daughter with deaf-blindness. Family coordinators will plan family activities, including single day and weekend trainings. Individual and group training and consultation will be based on needs identified by the families and providers, representing homes, 28 educational settings, and 16 school districts serving children statewide. Accommodations and support services will be identified and provided to ensure equal accessibility and participation.

Products: The project provides support for qualified resource personnel to give systematic and ongoing technical assistance to the classroom staff, administrators, families, and other providers serving the 58 children who are deaf-blind in Delaware. Products will include: weekly resource team reports; training; technical assistance; resource materials; resource library; and newsletters.

Grant Number: H326C990003

New Jersey Technical Assistance Project — "Educational Resources and Support Services on Behalf of Children with Deafblindness"

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This interagency initiative of the New Jersey Department of Education will coordinate and unify resources to provide inservice support, technical assistance, and other support services regarding the education of children and youth with deaf-blindness. Global initiatives of this project are: 1) the promotion of education in natural environments/inclusive settings that support full participation and citizenship; and 2) the promotion of effective practices based on current research representing areas of identification, assessment, education, and habilitation. These practices include functional peer-referenced curriculum, assistive technology to include augmentative/alternative communication, positive approaches to challenging behaviors, and alternative methods to traditional assessment.

Method: N.J. TAP provides a full range of support services to families as well as personnel from educational programs and/or other service providers. These services include information and resources, technical assistance, and inservice support intended to facilitate the delivery of quality services for infants, toddlers, children, and youth with deaf-blindness and to assure implementation of the Individuals with Disabilities Education Act. The project will promote educational/habilitative technical assistance that is anchored to individual students and their families utilizing a child/family-centered approach that is culturally sensitive and meets individual needs and preferences. The project will coordinate statewide collaborative initiatives regarding the transition of young adults from school to adult life and facilitate systems change on a state and local level through capacity building and the infusion of issues related to deaf-blindness across school reform initiatives. The New Jersey Technical Assistance Project (N.J. TAP) will continue previously established partnerships with the New Jersey Commission for the Blind and Visually Impaired (CBVI) and The Prism Organization, Inc., the statewide organization for families of children with deaf-blindness.

Products: The project will disseminate information and resources regarding research-based practices in education and related issued essential to enhancing the quality of life of individuals with deaf-blindness in newsletters, brochures, parent's guides, network guides, and a World Wide Web site.

Grant Number: H326C990004

Idaho Project for Children and Youth with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The purpose of this project is to enhance the quality of educational and community-based services for infants, toddlers, children, and young adults in Idaho who are deaf-blind.

Method: The goals of the project include identification of infants, toddlers, children, and youth in Idaho who are deaf-blind; building capacity of families to enhance their children's education and development; increasing the capacity of teachers and other service providers to provide quality educational, transitional, and related services; and creating a process to gain community oversight, coordination, and collaboration at the state and local level. Project activities to support service providers and families include an in-state Transdisciplinary Team and access to other qualified consultants.

Products: Products include a quarterly newsletter; the project's World Wide Web page; fact sheets; a parent resource directory; a video and materials lending library; trainings for teachers, paraprofessionals, and support personnel; and an annual parent conference.

Grant Number: H326C990005

Kentucky Services for Children Who Are Deafblind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The goals of this project are to identify all children in the state who are deaf-blind; to provide training and technical assistance to improve the quality of early intervention, special education, related services, and transitional services; and to enhance the state's capacity to improve outcomes for children ages birth to 21 who are deaf-blind and their families in inclusive environments with programs designed to lead toward full community participation.

Method: The project is an integrated effort by the State Education Agency (SEA) through the Division of Exceptional Children Services (DECS) and the Division of Extended Learning Services (DELS). DECS will provide overall management to assure that local services for children who are deaf-blind are fully integrated in programs that serve students with and without disabilities. Through a collaborative arrangement with DECS, the University of Kentucky Deaf-blind Project will provide identification, collaboration, family support, training, and technical assistance to families, schools, and agencies serving children who are deaf-blind. This project will also closely coordinate with the lead agency in Kentucky for Part C: the Cabinet for Health Services. The project will also work to collaborate with agencies statewide to facilitate systems change efforts for students who are deaf-blind; to provide technical assistance on behalf of students on the Kentucky Deafblind Census in order to improve student outcomes; to coordinate preservice and inservice training regarding deaf-blindness as part of Kentucky's Comprehensive System of Personnel Development and State Improvement Grant; and to coordinate transition planning through person-centered planning processes.

Products: Approximately 168 Kentucky children who are deaf-blind, their families, and service providers across the state will be served through this project. The project will ensure that children and young adults who are deaf-blind have access to high quality education that prepares them for employment and independent living, that infants and young children (birth to three) and their families will receive comprehensive early intervention services, and that best practices are infused into all services to assure that there are improved results for children and young adults who are deaf-blind.

Grant Number: H326C990006

Alaska Dual Sensory Impairment Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The goals of this project are the following: 1) to provide technical assistance, training, and information that enhances the early intervention, special education, related services, and transition services needs of children with deaf-blindness; 2) to promote system change through enhancing local and state capacity in improving services for children with deaf-blindness and their families; and 3) to develop and implement procedures to evaluate the impact of the project's activities on services and outcomes for children with deaf-blindness and their families.

Method: This statewide project will provide technical assistance to local education agencies, infant learning programs, families, and others responsible for educating children and young adults with deaf-blindness. Technical assistance will be provided through an array of services including site visits by staff experienced in deaf-blindness; support to attend trainings specifically addressing effective practices in deaf-blindness; promotion of home-school partnerships and collaborative teaming; and access to a parent navigator, an extensive lending library, resources, and information.

Products: Information will be disseminated about dual sensory impairment (DSI) services and deaf-blindness (DB) through a World Wide Web site providing current information about DB, DSI services, and links; a pamphlet and a revision of the current brochure about DB, services, and local and national information; a parent resource handbook revised to update information for newly referred families; a DSI Services newsletter, called Keeping in Touch; and an Usher screening brochure.

Grant Number: H326C990007

Arkansas Project for Children with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The goals of this deaf-blind services project include the following: to identify systemic change and school reform objectives; to increase the local capacity to provide appropriate services; to increase parent/family satisfaction; to promote school reform and systemic change; to maintain a state registry of children who are deaf-blind; and to continuously monitor the effectiveness of project activities.

Method: The activities of the project will include collaboration with state and local education agencies, institutions of higher education, service providers, and the state parent groups and other agencies to provide specialized technical assistance in the areas of quality indicators, identification, alternate assessment, best practices, and other areas of need. Evaluation will consist of follow up with participants, review of Individualized Education Programs, consumer satisfaction surveys, and workshop evaluations.

Products: Products will include a World Wide Web page with links to local and national resources on deaf-blindness, a newsletter, an e-mail distribution list, technical assistance, and training. The World Wide Web page will be available to all service providers and families with Internet access, and mail-outs and newsletters will be available to those persons without Internet access. Distance learning through the use of compressed video will be available statewide through the Arkansas Department of Education and the 15 regional education service cooperatives.

Grant Number: H326C990008

Georgia Deaf-Blind Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The goals of this project are to promote systems change; increase local capacity to serve students with deaf-blindness; and provide statewide technical assistance to children with deaf-blindness, their families, and service providers.

Method: The objectives of this project are to: 1) locate and identify children with deaf-blindness and maintain a deaf-blind census (including addressing statewide screening); 2) promote systems change through collaboration with State Improvement Grant activities (in areas such as training, inclusion, parent-school partnerships, and transition); 3) build statewide local capacity (through advisor training, best practice sites, and preservice training); 4) provide early intervention technical assistance and early transition services to infants and young children with deaf-blindness, their families, and service providers (through weekly in-home visits and monthly transition services); and 5) provide technical assistance to children with deaf-blindness, their families and service providers through on-site consultation, trainings, and referrals; provide related services through bimonthly in-home visits; and develop family and sibling groups and networks.

Products: The project will disseminate information through its World Wide Web site, newsletter, monograph production, and its loaner bank.

Grant Number: H326C990009

Indiana Deafblind Services Project: State Technical Assistance and Training Project to Provide Services in Collaboration with Other Providers to Children and Youth with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The goal of this project is to improve the quality of technical assistance services and thereby result in more productive outcomes for children who are deaf-blind. The statewide technical assistance project will enhance the communication, education, vocation, and inclusion of the 214 identified Indiana infants, toddlers, children, and youth who are deaf-blind. Match Maker Project: This project consists of a model using interactive media designed to enhance travel and orientation skills of learners who are deaf-blind and have multiple disabilities within contextual environments. By focusing on concerns about travel and orientation for these learners, the project will address the lack of professional training resources pertinent to this population. Project goals will focus on developing, piloting, replicating, and disseminating materials that will provide support for training and decision-making of teams for these learners. A consortium of five states has committed to implementing the goals, objectives, and activities of this project.

Method: The project will provide technical assistance, including site-based consultation, small- and large-group training, and support to Indiana families and service providers. Project objectives and activities include: 1) family/educator partnerships; 2) research-based effective practices in the delivery of technical assistance and training; 3) accountability systems that demonstrate student proficiencies; 4) opportunities for youth to secure meaningful employment; 5) collaboration activities which are capacity building and are infused into state/local systems; and 6) the development and dissemination of materials reflecting effective practices.

Products: The project will develop and disseminate Usher training materials, videotape(s) on special topics in deaf-blind education, newsletters, transition/job development materials, World Wide Web-based course materials on vision and deaf-blindness, and indicators for successful collaboration between special and general education professionals.

Grant Number: H326C990011

Alabama Deaf-Blind Project to Provide Technical Assistance and Statewide Census for Persons Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Alabama Deaf-Blind Project will continue to utilize the strong interagency collaborative foundation established in a previous project and further build on the capacity of state and local agencies to facilitate the achievement of improved outcomes by children who are deaf-blind and their families. The successful completion of project activities will support systemic change and school reform in the state via strong collaborative efforts between the Alabama State Improvement Grant (SIG), local school districts, parents, and service/educational programs.

Method: This project will utilize a multiple track service delivery model to deliver appropriate technical assistance (TA) services across the ages to service providers and parents. The project activities are based on annual need assessments and individual TA requests, and involve strong collaborative efforts among the project, parents, and service/educational programs. All activities are implemented using research-based strategies and techniques. Project objectives will be implemented by a variety of pre- and in-service training activities where effective strategies to work with the targeted population in natural environments are demonstrated.

Products: Products will include such items as procedural manuals, protocols for training/replication, overhead transparencies, CD's, videotapes, and presentation kits utilizing technology tools and best practices/strategies. Products will be user specific with the tools provided ranging from demonstrated strategies to the use of sophisticated technology options, depending on available local resources and TA needs. Project activities will impact all 359 individuals currently on the registry as well as newly identified candidates, all 67 counties in the state, and 131 school districts.

Grant Number: H326C990012

Mississippi Services for Children and Young Adults with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The purpose of this project is to provide technical assistance activities to approximately 140 infants, school-age and transition-age students, their families, service providers, and support organizations throughout the state of Mississippi. The lack of available preservice training programs with an emphasis on deaf-blindness and state-wide, research-based, effective assessment, programming, and support practices for infants, children, and youth with deaf-blindness necessitates the on-going, specialized technical assistance to families and service providers that this project offers.

Method: Project objectives include: 1) identification of eligible participants and the maintenance of the Deaf-Blind Registry and Census Reports as required by federal agencies, for program planning and evaluation purposes; 2) facilitation of systems change, increasing the state and local capacity to determine needs and provide collaborative services and improved outcomes for individuals with deaf-blindness and their families; 3) provision of an array of technical assistance, training, and information dissemination activities to families and local and state agencies/organizations reflecting research-based practices that result in collaborative assessment, appropriate placement, and a network of support services for children with deaf-blindness; 4) management of project activities for effective and efficient implementation of objectives resulting in improved outcomes for children and young adults with deaf-blindness; and 5) evaluation of the cost-effectiveness and impact of project activities on systems change and increasing state and local capacity to provide services resulting in improved outcomes for children with deaf-blindness.

Products: The overall impact and benefit of the project will be a stronger, cost-effective collaborative assessment and service delivery system for infants, children, and youth with deaf-blindness and their families. Additional benefits will be increased capacity of state and local agencies and organizations to achieve outcomes such as improved educational opportunities, social networking, and community living and employment options for individuals with deaf-blindness.

Grant Number: H326C990013

California Deaf-Blind Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The project will focus on building local and state capacity to work with children (birth through 21) who are deaf-blind and to support their families. This effort will be accomplished within the context of ongoing school reform which promotes integration of services for children and their families. Match Maker Project: The Match Maker project will focus on the use of technology to enhance the dissemination of information on effective practices for individuals who are deaf-blind. The project will assess the assistive technology (AT) needs of young adults who are deaf-blind to facilitate their acquisition of recommended AT. The project will present annual satellite training programs that focus on available AT for all individuals who are deaf-blind, birth through 21. The training will be aimed at teachers, rehabilitation counselors, designated instructional service providers, families, and administrators. The project will develop a model for assessment, application, and acquisition of AT for the target population that can be used both statewide and nationally and will include a synthesis of federal legislation concerned with disabilities.

Method: Because of the geographic size of the target area and the child count, a trainer-of-trainers model is the most effective approach. Pre-linguistic communication training, especially for infants and preschoolers newly identified as deaf-blind, will be targeted as a major need; regional teams will be trained and supported to assist their regions with training in this area. In addition, local teams will be identified throughout the state, each team composed of a family member, an educator, and a Designated Instructional Services Specialist. These teams will participate in six themed trainings. The training will center on one or more of the following identified themes: 1) curricular adaptations based on best practices at the infant/preschool, elementary, secondary, and transition levels; 2) identification of hearing and vision disabilities in high-risk populations; 3) incorporation of technology in the delivery of services and facilitating interaction among stakeholders; 4) use of alternative assessment procedures; 5) development of multi-modal forms of communication; and 6) promotion of service delivery in inclusive settings and natural environments when appropriate. A major goal of California Deaf-Blind Services (CDBS) is to assist families to network and to become effective advocates for their children. To accomplish this goal, CDBS specialists will form clusters of family members throughout the state to help them become better informed and involved in decisions regarding their children. Each cluster will have at least one family member who participated in the training described above. Longitudinal technical assistance will be provided to students whose teams participate in the major themed trainings, and technical assistance will also be provided in urgent situations to families and/or school programs on an as-needed basis. The project will coordinate and collaborate with local and state agencies for relevant services as well as maintain an advisory board.

Products: Resources and materials will be disseminated via the CDBS World Wide Web site, newsletter, electronic listserv, or through collaboration with other dissemination vehicles.

Grant Number: H326C990014

Florida Outreach Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will collaborate with state agencies to promote systemic changes for children and young adults who are deaf-blind.

Method: The project will focus on seven objectives. First, the project will focus on increasing the deaf-blind census. Current training will be expanded to a training schedule of three two-day workshops per year, to include an annual collaborative team training institute, which will be a series of four two-day trainings to teams, including family members who are working together to improve early intervention, education, or transition of children and young adults who are deaf-blind. Technical assistance will be provided to educators and providers using a person-centered collaborative teaming approach, improving the quality of IEPs to effect better programs. An annual retreat will be conducted as well as a family network and parent information nights in more remote areas of the state. The project will assist the Florida Network on Deaf-Blindness (a consortium of agencies, family members, and persons with disabilities) to form a network of self-advocates, which will include high school-age students. The project will further collaborate with the Part C early intervention providers and the Centers for Autism and Related Disabilities, a consortium of six university-based centers. Finally, the project will use a variety of measures to ensure quality services and to measure systemic and individual changes that result from the project's services.

Products: The project will provide information and referral services through maintaining a resource lending library, publishing newsletters and quarterly updates, and collaborating with minority organizations to ensure language and cultural accessibility.

Grant Number: H326C990015

The New England Center: A Deafblind Technical Assistance Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will build and strengthen a collaborative system that enables infants, children, and youth who are deaf-blind to participate meaningfully in their homes, schools, and communities in Connecticut, Maine, Massachusetts, and New Hampshire. Match Maker Project: This project is a model that combines the goals, resources, and expertise of the New England Center and Massachusetts Department of Education to assure that children who are deaf-blind have equal access to quality educational services. The model will demonstrate a method to provide inexperienced educational teams with technical assistance to develop deaf-blind communications strategies with five children of different ages and their families. The strategies will be evaluated for child change and increased teacher knowledge. Quality indicators of good educational plans and programs will be identified. The model will be developed, implemented, and replicated through a procedure manual and training activities.

Method: Technical assistance objectives aim to better meet the needs of the 388 identified children, ages birth to 22, in over 240 programs in the four states. Technical assistance will include: child identification; inservice training; workshops; evaluations; on-site consultation; resources; parent groups; disability organizations; working with state and local agencies; and working with the business community.

Products: The project will develop strategies on communication, behavior, transition planning, curriculum development, or parent advocacy; materials; and processes that will be used in a variety of educational settings. All training packets and videos will be made available to general education teachers, special education teachers, families, and graduate students and faculty from universities. The project will have a resource library and a World Wide Web site.

Grant Number: H326C990016

Tennessee Technical Assistance and Resources for Enhancing Deaf-Blind Supports

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The project responds to the need for providing technical assistance to enhance the capacity of state-level agencies/systems, regional resource directors, local agency directors/administrators, direct support providers, and families to provide research-based, effective practices in appropriate assessment, placement, and support services for all children and youth who are deaf-blind in the state of Tennessee.

Method: The first goal of Tennessee Technical Assistance and Resources for Enhancing Deaf-blind Supports (TREDS) is to promote positive systems change for providing appropriate services for children and youth who are deaf-blind within the state of Tennessee. The focus of efforts will be ongoing networking and collaboration with policy makers and administrators from the state education agency (SEA), local education agencies (LEA), and advocacy and service agencies to increase the knowledge and understanding of these individuals related to key issues in translating research-based, effective practices into appropriate support strategies for individuals who are deaf-blind. The second goal directly addresses the issue of building local capacity to provide and expand appropriate services for children and youth who are deaf-blind. The focus will be on providing training and disseminating information to continually expand the capacity of families, professionals, paraprofessionals, and others to use research-based, effective practices across school, home, and community settings. TREDS personnel will also work to identify key support strategies that can best be implemented to improve the quality of life experienced by people with deaf-blindness. The third goal is to provide technical assistance, individualized support, and training to families, caregivers, educators, and related service providers.

Products: The project personnel will work to document outcomes that will allow for accountability for project objectives (summative evaluation) and the ongoing development and refinement of project activities (formative evaluation). A variety of means will be used to document the timely attainment of TRED's objectives, each tailored to the specific goal and activities.

Grant Number: H326C990019

Hand in Hand in Hand

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The project Hand in Hand in Hand will build capacity to ensure success for all infants, young children, students, and youth who are deaf-blind or at-risk for deaf-blindness, in the context of schools and communities. It will ensure early and accurate identification of infants and children, support families through educational planning, enhance local capacity through training and technical assistance, and continue and expand partnerships with other agencies serving individuals who are deaf-blind.

Method: Regional training will be given to early intervention and early childhood service providers, who will be provided with materials about screening and identification of sensory impairments. Families will be supported through involvement in educational planning, access to training opportunities related to the most effective practices in deaf-blind education, family-to-family support, and access to information updates and other dissemination activities. Local capacity will be enhanced through inservice and preservice training and technical assistance programs for educators and service providers of children with deaf-blindness. The project will maintain and expand partnerships with local transition agencies and teams, the statewide early intervention and early childhood technical assistance agency, and other state agencies.

Products: The project will continue the results of previous programs by impacting agencies, providers, parents, and children through training, dissemination, and partnerships. The Hand in Hand in Hand Project will work collaboratively with other entities in the state and is included in statewide technical assistance plans. Project family liaison will continue to be instrumental in disseminating materials connected to the project.

Grant Number: H326C990020

Texas Deaf-Blind Project: Technical Assistance for Children Who Are Deaf-Blind

Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project of the Texas Education Agency will expand the effectiveness of the Texas Deaf-Blind Project by creating 20 regional networks throughout the state.

Method: Staff of the centralized Texas Deaf-Blind Project will train and support the 20 regional networks while continuing to lead and coordinate statewide efforts to implement systemic change, provide training, and support families in collaboration with national, state, and regional systems. The project will implement ongoing evaluation procedures to assess the impact of its activities on services and outcomes for children and their families. The project will continue to compile and analyze an annual census of all children and youth with deaf-blindness.

Products: The project will lead statewide efforts to implement systems change and will provide training and support for families in collaboration with national, state, and regional systems. Project efforts will increase the number of local service providers and parents in Texas with expertise in deaf-blindness. Use of a new technical assistance model will provide assistance close to home and with greater frequency than has been possible with previous models. The project will produce and disseminate materials on deaf-blindness in a variety of accessible formats.

Grant Number: H326C990021

Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will build the capacity of state and local agencies to facilitate the achievement of improved outcomes for children who are deaf-blind, ranging in age from birth through 21 years and their families. The project will provide technical assistance, information, and training that will address the early intervention, special education, related services, and transitional service needs of the identified population and enhance state capacity to improve services and outcomes for these children and their families.

Method: Early intervention services provided by the project will include home visits and the coordination of services and agencies. Consultative services and preservice and inservice training will be provided to professionals, paraprofessionals, families, and others who play a direct role in the lives of persons with deaf-blindness. A state resource lending library will be established and maintained for families and professionals currently working with persons with deaf-blindness. Specialized instruction will be provided to caregivers who are interested in developing inclusive, model, and community-based programs.

Products: Benefits from this project will include increased services for all identified persons with deaf-blindness; an increased emphasis on assessment activities that comply with federal regulations; greater concentration on home and community services; improved techniques for serving individuals with deaf-blindness and improved services; assistance to persons with deaf-blindness in making the transition from segregated to inclusive educational settings, from educational to vocational settings, and from educational to community settings in the least restrictive environment.

Grant Number: H326C990023

Utah Deafblind Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: Since 1996, Utah has been engaged in statewide systems change and school reform as a result of a legislatively mandated State Plan for Children and Youth with Dual Sensory Impairments. This plan resulted in a system of services with an intense service delivery pattern that directly impacts every child and youth (ages birth through 21 years) with deaf-blindness and their families in Utah. Because of this intense service pattern, the need for training and technical assistance in Utah has increased dramatically. This project will address the need for training by increasing and expanding the activities of the Utah Deafblind Project.

Method: The objectives of this project are: 1) build and maintain collaborative interagency relationships on a local, state, and national level which will build capacity and effect system change; 2) provide technical assistance, information, and training to families of children and youth with deaf-blindness that will enhance their ability to fulfill their critical and expanded role in the development and education of their children; 3) provide technical assistance, information, and training to Early Intervention Part C service providers, Part B teachers and related service personnel, Interveners, and others serving children and youth with deaf-blindness; 4) use technology to increase the availability and effectiveness of technical assistance, information, and training to families and service providers throughout the state, particularly in rural areas; and 5) develop and implement procedures to evaluate the impact and effectiveness of project activities.

Products: The project will develop products that will effectively support all training and technical assistance activities to families, service providers, administrators, and other interested entities. A deaf-blind curriculum manual will be developed and disseminated. Curriculum materials will be supported by videotapes, CD-ROM programs, and printed materials.

Grant Number: H326C990024

South Carolina Interagency Collaboration for Education of Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project of the South Carolina Department of Education will build capacity in the state to ensure that high-quality, sustained services are provided to children and youth with deaf-blindness and their families in a natural environment and, to the extent possible, in the regular education curriculum. The project will identify students and their needs and design appropriate early intervention, special education, and related and transition services. This comprehensive statewide system will facilitate achievement of improved outcomes for children by increasing the knowledge and skills of their families, teachers, and other service providers and effecting systems change through interagency coordination.

Method: The project will conduct and maintain the Deaf-Blind Census in South Carolina and use the information to better serve constituents in the state. The project will provide technical assistance in multiple modalities, including training and follow-up support, on-site assistance, peer coaching, and dissemination of materials. Training and technical assistance provided to families and professionals will be research-based and structured to incorporate what is known about adult learning and staff development. The project will coordinate services across agencies, to result in systems change that will facilitate smooth transitions from early intervention programs to preschool and from school to adult life.

Products: The project will continue to build the capacity within the state to ensure that services are provided to children and young adults with deaf-blindness and their families through the implementation of research-based, effective practices to assure that appropriate assessment, placement, and support services are available to these students. The project will develop and disseminate materials on identification, communication, assessment, and transition and it will offer a certification course on communication for individuals who are deaf-blind.

Grant Number: H326C990026

Washington State Services for Children with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: Washington State Services for Children with Deaf-Blindness will provide statewide technical assistance, information, and training to support families and professionals serving children and young adults, birth through 21, who are deaf-blind or are at risk of being identified as deaf-blind.

Method: The project will provide information about deaf-blindness, effective practices, and resources for children and youth who are deaf-blind. It will provide counseling, technical assistance, support, networking, and training for families to empower them to address their needs and those of their deaf-blind children. The project will increase statewide capacity for service provision to students with deaf-blindness through collaboration with other public and private agencies and programs.

Products: Through the project, services within the state of Washington will be enhanced and made more comprehensive for families of children with deaf-blindness. Products and effective practices will be disseminated through a newsletter, informational mailings, and training activities which specifically address deaf-blindness. Over 150 children with deaf-blindness, their families, and service providers will be affected by this project.

Grant Number: H326C990027

Illinois Deaf-Blind Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: Project Reach of Illinois Deaf-Blind Services will provide technical assistance, information, and training to address the early intervention, special education, related services, and transitional services needs of children with deaf-blindness and it will enhance state capacity to improve services and outcomes for children and their families. Technical assistance will help service providers more effectively deliver special education services; inservice training will help paraprofessionals facilitate parental involvement; and training will be done to help promote the integration of children with deaf-blindness into inclusive educational situations. Services will be coordinated with other state agencies responsible for providing services to children who are deaf-blind.

Method: Project Reach will support the activities of four deaf-blind specialists who live and work in different areas of the state. They will work with local school programs and community service providers and families to identify and provide technical assistance to children and youth, birth to 21 years. Technical assistance will be provided in such areas as functional curriculum, communication skills, behavior management, sensory information, orientation and mobility, transition, inclusion, and instructional best practices.

Products: Through the project's technical assistance and training, the state will gain an increased capacity to improve services and outcomes for children with deaf-blindness and their families. The project will help with the development and operation of effective local programs for these children and with the implementation of research-based, effective practices that result in appropriate assessment, placement, and support services throughout the state. Parents, special education personnel, and community service providers will be informed about the special issues of deaf-blindness through materials and presentations at statewide conferences.

Grant Number: H326C990029

Arizona Deaf-Blind Project and Match Maker Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Arizona Deaf-Blind Project will provide technical assistance, information, training, and support throughout the state to families and staff of children, birth through 21 years, who are deaf-blind or at risk of being identified as deaf-blind. Project staff will collaborate with key service providers to assist them in developing knowledge and skills, based on current research and improved practices, to be able to effectively serve children who are deaf-blind. Project services will focus on early intervention, special education, related services, and transition services to assist parents and providers to meet the needs of these children. Match Maker Project: This project will provide workshops as an opportunity for the American Indian families on the Arizona Deaf-Blind Registry to learn alternative and effective strategies to access special education services. The project will use the services of EPICS (Education for Parents of Indian Children with Special Needs), a parent training and information center for American Indian Families. Topics at the workshops hosted by EPICS will provide participants with strategies for acquiring the support and technical assistance that will lead to child change. Anglo American service providers for these families will also be invited to the workshops as an opportunity to learn of the cultural conflict that the American Indian families confront. EPICS will provide parents and service providers with written materials that describe specific strategies to access special education services. Results of the workshops will be disseminated through the project's newsletter and on its website.

Method: Project staff will collaborate with state and local agencies to identify, refer, and follow children with deaf-blindness from birth through 21 years. The project will work to strengthen services to parents and families and provide them technical assistance and training to increase their knowledge of and skills in developing effective strategies and to build local capacity in serving children with deaf-blindness.

Products: The project will work to ensure the identification of all children who are deaf-blind or at risk of being identified as deaf-blind. It will ensure that families and staff are empowered to advocate for these children, that the staff will be skilled in delivery, that the local capacity to serve children will be strengthened, and that the collaborative vested interest with agencies will be enhanced.

Grant Number: H326C990030

Colorado Services to Children with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will provide information (e.g., lending library and fact sheets), technical assistance, and support specific to Colorado learners who are deaf-blind, their families, and service providers.

Method: The project has six major objectives: They are: 1) employ a system of identification and referral; 2) develop and maintain regional expertise of parents and service providers; 3) deliver statewide technical assistance that supports community involvement and high student achievement; 4) offer transition support services; 5) provide opportunities for family networking and support; and 6) utilize input from an advisory committee to plan, develop, and implement services.

Products: The project will disseminate a newsletter, fact sheets, brochures, and training modules.

Grant Number: H326C990031

Vermont Project for Children and Youth with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The mission of this project is to increase the capacity of Vermont's state and local agencies to facilitate the achievement of improved outcomes by children with deaf-blindness and their families to live, go to school, play, work, and have friends in their communities. Match Maker Project: The project will expand the capacity of state and local educational agencies beyond the state project's capacity and in collaboration with the Match Maker agencies (University of Vermont and the Center for Deaf and Hard of Hearing) to effectively serve children who are deaf-blind by developing, implementing, evaluating, and disseminating new approaches for training educational and related services providers and delivering services. The project will design and implement models for training speech and language pathologists, interpreters and educational interpreters, physical therapists and occupational therapists, all of whom will work with students who are deaf-blind. It will design and implement a model for inclusion of children and youth who are deaf-blind in state assessments and continue collaboration and coordination with relevant agencies, organizations, and families to promote service integration and systemic change.

Method: The project has the following six goals: 1) identification of children and youth who are deaf-blind and maintenance of demographic information for program planning and evaluation purposes; 2) provision of technical assistance to families, service providers, and administrators in the implementation of research-based, effective practices resulting in appropriate assessment, placement, systemic change, and school reform; 3) maintenance of assessment of current needs to determine priorities for technical assistance; 4) ongoing coordination and collaboration with all relevant agencies and organizations to promote service integration and systemic change that includes children with deaf-blindness in natural environments and inclusive settings, and ensures availability of specialized support services; 5) dissemination of information to families and service providers; and 6) evaluation of impact on services and outcomes for children and their families, and on increasing state and local capacity to provide services and facilitate improved outcomes to children and youth, their families and service providers at all levels, including early intervention, special education, related, and transitional.

Products: A variety of conventional and technologically oriented products will be developed to support project outcomes. Project brochures, informational brochures and other printed publications on specific topics (e.g., Usher Syndrome, communication), events (training opportunities or conferences), and suggested practices will be developed to focus audiences on improving services and opportunities for students with deaf-blindness. The project's World Wide Web site will provide alternate access to the same information provided in print. Videotapes of training opportunities will be available through the project's lending library.

Grant Number: H326C990033

The Center for Development & Disability Project for New Mexican Children and Young Adults Who Are Deaf and Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will provide a comprehensive statewide system of technical assistance, information, and training that increases local capacity and fosters statewide systemic changes for families and service providers of children and youth who are deaf-blind, to ensure the development and implementation of functional educational plans. Match Maker Project: The Center for Development and Disability (CDD) will develop, demonstrate, and evaluate an innovative Web-based course for families, service providers, and others that will enable them to learn necessary content information as well as collaboration and problem-solving skills necessary to provide meaningful education opportunities to children and youth who are deaf-blind. The Match Maker Project will allow the demonstration of training that is on-going and reflects the heterogeneous makeup of learners who are deaf-blind. Families and service providers will be grouped into interdisciplinary teams of approximately 10 people and be taught case tutorials with a problem-based learning approach. Participants will discuss the delivery of appropriate services, alternative assessments, inclusion of students in natural settings, positive behavior supports, and transition issues. Selected sites will be trained for replication of the model in the final year of the project and broad dissemination and replication are expected.

Method: Specific training and technical assistance will be available for educational teams, including parents, who wish to develop and implement functional educational plans for specific children who are deaf-blind. Training modules will be developed containing resources and team assignments. Final educational plans will be sent to the project with action plans describing implementation. Children's progress will be monitored to determine the degree of the implementation of the plan. One-day and two-day retreats will be conducted for the purposes of sharing successes and ideas. Capacity will be built as local teams work through modules and share with other teams.

Products: About 20 families and their educational teams will participate in this specific training and technical assistance. Training modules will be developed, disseminated, and then replicated by local school districts and on a national level. Families and service providers through the state will have several ways to obtain information including a toll-free number, an interactive World Wide Web site, information packets and resources, World Wide Web site links, and face-to-face technical assistance in communities.

Grant Number: H326C990034

Hawaii Project for Students Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The project will support schools, districts, and families in developing supports and improving services to students who have deaf-blindness.

Method: The project's goals will be achieved through the provision of technical assistance and training to improve supports and services in the following areas: 1) meaningful evaluations and assessments of children who are deaf-blind or are suspected of being deaf-blind; 2) appropriate programming in communication/social skills development; and 3) effective transition supports for students who are moving from school to post-school opportunities. The project will coordinate the activities of the seven school districts within the Hawaii Department of Education's Special Education Section. The project will be a key participant in interagency activities promoting the coordination of the State of Hawaii's services for the deaf-blind.

Products: The project will serve over 40 teachers and educational assistants, 50 related services personnel, 20 parents, and 20 school and district administrators each year. The project's products include training manuals and informational packages which are distributed to participants in workshops and other training activities. The project will also purchase, assemble, and disseminate materials on deaf-blindness for parents, teachers, other professionals, community agencies, and the general public.

Grant Number: H326C990035

North Dakota Deaf-Blind Services Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will provide technical assistance and support to parents, families, and service providers of children and youth with deaf-blindness. The goals of the project are to: 1) coordinate services and collaborate with existing statewide service agencies and personnel; 2) strengthen local capacity of reservation and rural communities to meet unique needs of children with deaf-blindness; 3) refine and/or expand identification services; 4) expand the operation and services of the North Dakota Statewide Technical Assistance Team (STAT); 5) enhance and maintain a cohesive system of capacity building for North Dakota service providers and families of children and youth with deaf-blindness; and 6) sustain a cohesive system of information dissemination for service providers and families of children and youth with deaf-blindness.

Method: The project will be directed by the North Dakota School for the Deaf (NDSD) and implemented by staff at the NDSD and North Dakota Vision Services/School for the Blind. Sustainability of services and significant statewide capacity building will be ensured through embedding the project within the existing structure of agencies with statutory mandate. Project staff will collaboratively work with agencies and personnel who provide service to students with deaf-blindness. This collaboration will result in cooperatively sponsored training and technical assistance, which will maximize available resources and eliminate duplication of services. A systemic child find effort will identify students with deaf-blindness who are not currently receiving benefit from the project's services. STAT members will help families and other providers implement empirically validated instructional strategies.

Products: The project will develop resource materials for preservice and inservice training to more fully build statewide capacity for services for students with deaf-blindness. The project will impact over 50 students with deaf-blindness (ages birth through 21), 100 parents and other family members, and over 300 service providers. The project will result in students receiving quality services, parents and family members becoming more active advocates and decision-makers, and service providers becoming more skilled in educating students with deaf-blindness.

Grant Number: H326C990036

West Virginia Services for Children Who Are Deafblind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will improve special education, related services, and quality of life for children who are deaf-blind in West Virginia.

Method: The objectives of this project are to: 1) identify all children who are deaf-blind; 2) establish a strong early intervention program; 3) increase family participation; 4) provide an array of technical assistance to enhance skills; 5) increase postsecondary options and readiness with regard to adolescent transition; 6) disseminate project information; 7) facilitate on-going coordination and collaboration with other partners in the delivery of services; and 8) establish and maintain an advisory committee to assist in evaluating and promoting project activities.

Products: Training and conferences will be developed for families of children with deaf-blindness and service personnel. A lending library will be maintained for teachers, service personnel, and administrators to have access to videotapes, books, and other resources about serving children who are deaf-blind.

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Grant Number: H326C990037

Oklahoma Deaf-Blind Technical Assistance

Project Director: Bergant, Margaret; Lovett, David; Haring, Kathryn
Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Oklahoma State Department of Education (OKSDE), in cooperation with the University of Oklahoma, will provide technical assistance, training, and information to approximately 150-170 children and youth with deaf-blindness, their families, and educators and providers serving them throughout Oklahoma.

Method: The project has nine major goals: 1) facilitate collaboration of interagency training and technical assistance efforts to families and those who serve 0- to 3-year-olds with deaf-blindness in their natural environments; 2) provide training and technical assistance efforts to families, professionals, and paraprofessionals serving school-age students with deaf-blindness; 3) provide training and technical assistance to families & providers serving 14- to 21-year-olds with deaf-blindness as they transition from school to adult life; 4) facilitate collaboration and partnerships among state agencies, federal projects, local education agencies, and other organizations involved in the provision of services to children with deaf-blindness and their families; 5) build state/local capacity to facilitate the achievement of improved outcomes for students with deaf-blindness and their families; 6) assist in the state/local systemic-change goals and school reform related to programs for children with deaf-blindness; 7) identify, place, and follow 0- to 21-year-old children and youth on the Oklahoma Deaf-Blind Census; 8) improve dissemination of information regarding exemplary practices for persons with deaf-blindness; and 9) evaluate impacts of the project activities on services and state/local capacity to improve outcomes for persons with deaf-blindness.

Products: The overall impact and benefit of this project will be a stronger/cost-effective service delivery system of training and technical assistance for families and service providers who serve students with deaf-blindness. Additional benefits will be improvements/increases in: 1) qualified personnel; 2) opportunities for education within natural/least restrictive environments; 3) numbers of students with effective communication systems; 4) family involvement; 5) identification/tracking system; 6) better collaboration among agencies; and 7) dissemination of information regarding exemplary practices.

Grant Number: H326C990038

The Minnesota Deaf-Blind Technical Assistance Project for Children and Young Adults Who Are Deaf-Blind

Project Director: Elliott, Carolyn; Kloos, Eric
Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project focuses on educating parents, teachers, service providers, and administrators about the unique communication and learning needs of students who are deaf-blind and the necessary instructional delivery accommodations.

Method: The project's team is composed of an educator, a parent, and a developmental pediatrician. Their combined perspectives provide an innovative, holistic approach for students, families, and providers. The activity areas that the project will address include: 1) technical assistance; 2) family support and training; 3) systemic change efforts; 4) demographic information; 5) innovative product development; 6) research-to-practice initiatives; 7) regional/local capacity building; and 8) evaluation of change and impact. The project will also address early childhood and transition.

Products: The project will develop training and materials that address the complexities and interdependence of the medical events and developmental milestones involved in deaf-blindness. The project will also develop manuals, brochures, and newsletters.

Grant Number: H326C990040

Tools for Effective Teams: Supporting Inclusive Futures for Students with Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will provide innovative technical assistance and training services to early intervention, special education, related services and adult service personnel and families in order to achieve meaningful developmental, educational, vocational, and life outcomes for children and youth with deaf-blindness. Match Maker Project: The Match Maker project will enhance the capacity of teachers, family members, related service personnel, and administrators in rural schools in Montana through the provision of ongoing child-centered training and technical assistance to collaborative local teams in rural schools. The project will augment the services offered through Montana's deaf-blind grant by providing a more intensive format for individual student planning teams to develop comprehensive plans to support students with specialized needs (transition planning, positive supports for challenging behaviors, communication systems, curriculum adaptations, and inclusion) and severe disabilities in inclusive school settings. The project is built around the Individual Student Planning Process (ISPP) model developed in Vermont. When the ISPP model is introduced as part of a training institute, school teams are taught both "how to effectively work together" to design comprehensive programs for students with disabilities and "specific planning procedures" that ensure that a student's program is based on current standards of best practice. Five rural teams, focusing on five students, will be recruited to participate in a three-day training institute that will introduce school-based teams to this process.

Method: The project's technical assistance and training services will augment direct services already in place through Part C and Part B of IDEA and adult services for people with disabilities. By increasing awareness and knowledge of best practice for children and youth with dual sensory impairments, the project will accomplish the following: 1) increase the early identification of children with deaf-blindness; 2) enhance the ability of early intervention school (regular and special education), related service and adult service personnel and families to support and educate children with dual sensory impairments in achieving high standards in inclusive settings as appropriate; 3) expand the special resources needed by personnel and families in rural areas; 4) amplify and reinforce collaboration across early intervention programs, child care/preschool programs, schools, parent support programs, and health and human service agencies at both local and state levels; 5) build local capacity; and 6) enhance natural supports.

Products: The project will directly impact 75 families who have children with deaf-blindness, 300 early intervention service provider, educational and related service personnel, and 50 adult service providers involved with transitional services.

Grant Number: H326C990042

Missouri Deaf-Blind Technical Assistance Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will continue and expand Missouri's services to individuals who are deaf-blind and their families by strengthening partnerships, coordinating service networking, and providing systematic training to build local capacity for identification, early intervention, education, transition, related services, and family support.

Method: This project is statewide in scope and will provide technical assistance to 200 identified infants, toddlers, children, and youth with deaf-blindness and their families. Interagency team collaboration will be conducted with state, local, public, and private agencies currently serving or having the potential to serve individuals who are deaf-blind. The project scope will be achieved through six major objectives: 1) assist local and state agencies in the identification and tracking of infants, toddlers, and youth with deaf-blindness to enhance services; 2) provide an array of technical assistance activities that increase family support services, parent involvement, and parent networking; 3) provide to service providers an array of technical assistance and training activities that improve services and outcomes; 4) strengthen the statewide interagency collaboration model designed to build local capacity and to facilitate systems change; 5) implement a dissemination plan which includes information about the project, teams, effective practices, and materials developed by the project; and 6) evaluate and measure impact and benefits to children with deaf-blindness, their families, and their service providers.

Products: The outcomes of this project include: continuation of state and local interagency teams (task forces), expansion of mentor teams to serve as statewide resources, development of a parent-to-parent network, development of regional employment teams, and development of team handbooks and a train-the-trainer manual.

Grant Number: H326C990043

GLARCDBE Technical Assistance for Children Who Are Deafblind and Their Families in Ohio and Wisconsin

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The University of Dayton, in conjunction with the Wisconsin Department of Public Instruction, will provide services to children (ages birth through 21) who are deaf-blind. Match Maker Project: This supplemental project will demonstrate the effectiveness of an integrated assessment model for students with deaf-blindness. The project will integrate four assessment strategies into a comprehensive assessment to be conducted at five sites in Ohio and Wisconsin for each of the four years of the project, and it will measure the effects of an integral model on educational variables: functional assessments of vision, hearing, behavior and communication, and curriculum. The model, called the Integrated Functionally Based Assessment Protocol, will demonstrate that when all four components are employed for a particular student, and the data integrated into one comprehensive report and set of recommendations, improved educational benefits for students with deaf-blindness will result in three areas. Those areas are quality of IEP, amount of skill acquisition, and the amount of physical and social integration. Once the model is demonstrated, the project will produce user-friendly how-to manuals and a training video for replication in other sites and states, and for eventual publication and national dissemination.

Method: The Great Lakes Area Regional Center for Deafblind Education (GLARCDBE) will conduct the following work to meet the needs of children who are deaf-blind: 1) facilitate systemic change through the inclusion of students with deaf-blindness by supporting the work of the Ohio State Improvement Grant project, supporting Wisconsin's efforts to develop a SIG project, and supporting both states' efforts in school reform; 2) provide services to state and local educational programs that enhance their capacities both to improve services to families and maximize the effect of educational programs on these students; 3) provide technical assistance (e.g., consultative services), information, and training to families and educational providers serving children with deaf-blindness, and facilitate social involvement with their family, school, and community; 4) maintain a registry of information about children with deaf-blindness that contains basic demographic information and information about their families, their educational programs, the level of hearing and vision loss, etiology, school placement, living arrangements, and race/ethnicity, and assist programs in planning and evaluation of services provided; 5) conduct on-going needs assessments in Ohio and Wisconsin in order to set the work agenda for the project; to inform the state, intermediate, and local educational agencies of these needs; and to shape policy at the state and federal levels through raising the awareness of decision makers of these needs; 6) evaluate the impact of the services provided by this project directly on the students with deaf-blindness and their families by assessing the coverage of the services of the project, the resulting changes in systems, and skills of educational and related services personnel, and the effects of those changes on children's behaviors, skills, and quality of life; and 7) facilitate continual coordination and collaboration among state, intermediate, local educational agencies, and other agencies that provide related services to this population, in order to share information and integrate efforts at systemic change to benefit students with deaf-blindness.

Products: The most innovative element of this project is the implementation of the Deafblind Technical Assistance Plan (DBTAP). Successful implementation of DBTAP will provide a model for other technical assistance providers to use in providing efficient and highly effective technical assistance, training and information resources. In addition, GLARCDBE will expand a current distance learning project through Internet courses covering topics useful for parents and related service providers. GLARCDBE will also provide resources and information to families.

Grant Number: H326C990044

Nevada Dual Sensory Impairment Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will improve the early intervention, educational, and related services provided to children who are deaf-blind.

Method: The purpose of the project will be achieved through these activities: 1) continue ongoing identification of children and youth who are deaf-blind, infants with dual sensory impairments, and children who have Usher syndrome; 2) develop and implement a process to deliver support, training, and technical assistance to families and service providers, including paraprofessionals, to ensure as well as to improve the quality of educational and developmental programs for children who are deaf-blind; 3) increase in-state expertise of professionals and families in providing services to children and youth; 4) develop and implement a process to gain community oversight and to coordinate and collaborate with various local, state, and national agencies; 5) develop and disseminate project materials and resources to individuals and agencies; and 6) evaluate all project activities.

Products: Products developed by this project include: Usher syndrome trainings; trainings for families, service providers, and paraprofessionals; an annual parent conference; a quarterly newsletter; information dissemination and technical assistance on topics such as problem behaviors and inclusive education; maintenance of the project lending library; a World Wide Web site; and parent-to-parent and teacher-to-teacher support networks.

Grant Number: H326C990045

Pacific Partnerships for Deaf-Blind Technical Assistance Services

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The project will provide intensive technical assistance (TA) services to enhance the ability of state and local educational agencies to provide appropriate educational placements, accommodations, environmental adaptations, and support services. Also, TA will focus on the provision of early intervention, special education, and related and transition services to improve outcomes for all children who are deaf-blind. Match Maker Project: This project is intended to expand the capacity of state and local educational agencies throughout the outer Pacific Ocean region. The goal of the project is to provide information, training, and technical assistance on research-based, effective practices that result in culturally appropriate strategies on transition services for all children who are deaf-blind in the outer Pacific. The processes employed by the project to identify, plan and implement research-based, effective practice will serve as a model for any state providing services to transition-aged young adults who are deaf-blind and who live in rural and remote areas with culturally diverse populations.

Method: The project has the following eight goals: 1) provide information, training, and TA on research-based, effective practices that result in culturally appropriate strategies for identification, assessment, placement and support services; 2) enhance state and local capacity to improve services and outcomes; 3) facilitate systemic change and collaboration with state and local school reform efforts; 4) maintain basic demographic information for program planning and evaluation; 5) maintain an assessment of current needs of jurisdictions to determine priorities for TA, for children who are deaf-blind from birth to 22 years of age; 6) develop and implement procedures to evaluate the effectiveness of the project; 7) facilitate ongoing collaboration with state and local education agencies and other relevant agencies/organizations responsible for providing services for children who are deaf-blind; and 8) establish and maintain an advisory council to assist in planning, developing, implementing, and evaluating project activities. The project will utilize new strategies such as developing Participatory Action Teams, utilizing on-line teaching and learning tools and processes, enhancing the work of Interagency Leadership Councils, and developing culturally appropriate processes to empower and support families and consumers. Family members and consumers will be involved in all aspects of project development, implementation, and evaluation.

Products: The project will impact every child who is deaf-blind in every classroom, school, and community setting in the outer Pacific. Sixty to seventy children who are deaf-blind will benefit. In addition, at least 200-250 family members and 200-250 service providers will receive training and technical assistance on research-based, effective practices that are adapted to specifically meet the needs of this culturally and educationally diverse population of children and families.

Grant Number: H326C990047

DB Central: Michigan Services for Children and Youth Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will provide technical assistance to local teams and disseminate information in order to build capacity at the local and state levels to educate, support, and serve children and youth with deaf-blindness.

Method: Project goals, developed as a result of a needs assessment conducted with consumer, family, and professional input, include: 1) training and consultation in best practices for families and personnel; 2) supporting and empowering parents and families of children and youth who are deaf-blind; 3) dissemination of current, research-based information; and 4) accurate and detailed identification of the young deaf-blind population of Michigan.

Products: Information gathered as a result of successful practice in these areas will be disseminated nationally, impacting students and families on a broader level. The project will develop model demonstration sites which will enable visitation by interested service providers. The information will be used to replicate the model techniques in other areas of the state. The project will develop a World Wide Web site which will provide numerous links to numerous relevant and useful sites, and which will allow for the ordering of lending library materials. The resource and toy lending libraries will provide families and service providers with information that can then be used in other settings. The project will also conduct many types of trainings at the local and regional levels, including trainings to address the needs of individual children, intervener trainings, and general information trainings conducted at workshops and conferences, which will be videotaped and disseminated through the lending library, for review and teaching purposes.

Grant Number: H326C990048

Iowa's System Change Project for Deaf-Blindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will develop a collaborative network of partners who together will build the capacity of state and local agencies to facilitate the achievement of improved outcomes for children and young adults who are deaf-blind and their families. Through this network, the project will provide technical assistance, information, and training which addresses early intervention, special education, related, and transition services.

Method: The project's major goals are to: 1) maintain basic demographic information on children and young adults with deaf-blindness for program planning and evaluation purposes; 2) enhance state capacity to improve services and outcomes for children and young adults with deaf-blindness and their families through provision of technical assistance, information, and training activities; 3) empower families through knowledge and skill development to enable them to meet their own needs and the needs of their children; 4) ensure better adult outcomes through the transition planning process; and 5) develop and implement procedures to evaluate the impact of project activities on services for children and young adults with deaf-blindness and their families.

Products: The project will disseminate the following products: census forms and directions; technical assistance request packets; family awareness packets; and transition notification and awareness packets.

Grant Number: H326C990049

Louisiana Services for Children and Youth with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The goal of this project is to improve state, regional, and local capacity to meet the unique needs of children and youth with deaf-blindness and their families.

Method: The project will achieve this goal by providing intensive training and technical assistance to parents, local school systems, institutes of higher education, and other service providers. Statewide needs assessment data from parents, teachers, and service providers determined that the activities of training and technical assistance should address: disability awareness, early identification including screening for Usher Syndrome, adult transition, family participation in training and teaming, and the distinctive challenges presented to students with deaf-blindness in addressing the general education curriculum in natural settings.

Products: This project will achieve the following outcomes: 1) student services will reflect the general education curriculum in the least restrictive environment; 2) standardized procedures for early identification will be applied; 3) families will be empowered to be integral members of instructional teams; and 4) parents, teachers, and service providers will have an increased awareness of appropriate educational practices as well as available services.

Grant Number: H326C990050

Wyoming Deaf-Blind Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will provide technical assistance for children and young adults who are deaf-blind, their families, and service providers, in response to the barriers that distance, geography, and weather often create in providing appropriate services for children who are deaf-blind and their families in the rural diverse state of Wyoming.

Method: The goals of this project are to accomplish the following: 1) develop a systematic approach for the identification of children and young adults with deaf-blindness, collect demographic information, and heighten awareness of deaf-blindness within the state of Wyoming; 2) improve services and educational outcomes for children and young adults who are deaf-blind through providing technical assistance, training, and support to early intervention providers, educators, service providers, and families based on identified needs and focused on research-based best practices that result in appropriate assessment, placement, and support services for children with deaf-blindness; and 3) strengthen the local capacity of early interventionists, educators, and service providers in rural communities and on the Wind River Indian Reservation to meet the unique cultural and educational needs of children and young adults with deaf-blindness and their families.

Products: The technical assistance and training provided by this project will be used effectively with children who have special needs in a variety of settings. In addition, the posters and public awareness campaign that is used on the Wind River Reservation can effectively be reproduced to impart other information for various topics. Fact sheets and advertisements will be produced by agencies collaborating with the project.

Grant Number: H326C990051

Together We Can: The Virginia Deaf Blind Project and Match Maker Pilot Project: Positive Behavioral Supports for Students with Deafblindness

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will collaborate with state agencies to provide training and technical assistance to teams working with individuals with vision and hearing impairments on effective and promising practices for children who are deaf-blind, and to work closely with the Training and Technical Assistance Centers and Local Interagency Coordinating Councils to provide a full range of support services to families and personnel from educational programs. Match Maker Project: This project will develop, implement, and evaluate a model for providing training and technical assistance in functional behavior assessments and positive behavior support to school teams across Virginia that serve learners with deaf-blindness. Core teams in each of the eight state superintendents' regions will be trained through an interactive approach that results in the development, implementation, and evaluation of positive behavior support plans for learners and their families. The project will develop a high-quality, detailed curriculum and training materials that can be used by teams not originally part of the training. Both family members and professionals will be actively involved in the development of materials and in the design and delivery of training and technical assistance. After the model is developed, piloted, and evaluated in two regions in Virginia, it will be replicated in the remaining regions of the state.

Method: The project will carry out new and innovative strategies for increasing the knowledge and understanding of all families, individuals, agencies, and others who provide support to infants, toddlers, and children, and for implementing school reform to facilitate the achievement of improved outcomes for learners. These outcomes will be accomplished through state-level collaboration, local capacity building, family and professional partnerships, preservice activities, dissemination strategies, accurate identification, and ongoing and comprehensive evaluation strategies for all project activities. The project will be characterized by a focus on family involvement, collaboration among service providers and between service providers and families, and the integration of children with deaf-blindness into age-appropriate settings with peers who do not have disabilities.

Products: Project staff will develop a variety of products and materials that will include a project brochure, eligibility checklist, and information packets for families and professionals. The project also has a parent-developed, World Wide Web site that has extensive links to local, state, and national resources in addition to information about deaf-blindness and project activities.

Grant Number: H326C990052

Puerto Rico (Multi-State) Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Puerto Rico Department of Education through the Assistant Secretariat of Integral Educational Services for Individuals with Disabilities will implement and evaluate the services of the Puerto Rico Deaf-Blind Program. The activities and services will be available to approximately 30 to 40 children and youth, their families, and service providers throughout the Commonwealth of Puerto Rico.

Method: The provision of services to the deaf-blind school population requires more intensive, on-going technical assistance and training for both families and service providers. Project objectives and activities will be directed to four major goals: 1) the identification of eligible students and the maintenance of the Deaf-Blind Registry and census update; 2) the provision of family/early interventionist training and the promotion of interagency collaboration for the assessment, referral, and implementation of family-centered, early intervention services for infants and toddlers; 3) the provision of training and an array of cost-effective technical assistance activities to families, service providers, and agencies with emphasis on vision/hearing, communication, orientation and mobility, functional skills, inclusion, and adult transition; and 4) establishment of a training center for professionals.

Products: The overall impact and benefit of the project is a stronger, cost-effective integrated service delivery system for infants, toddlers, children, and youth who are deaf-blind and their families. The project will also foster the development of professionals knowledgeable of the needs and challenges of educating children with deaf-blindness.

Grant Number: H326C990053

Connections beyond Sight and Sound: Maryland's Project for Children and Young Adults Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The primary focus of this project is to deliver technical assistance and training throughout Maryland to foster systems change, build partnerships, and increase the capacity of local systems to provide educational services that will result in improved outcomes for children and young adults who are deaf-blind.

Method: This project is a collaboration between the Maryland State Department of Education (MSDE) and the University of Maryland. The project will expand the work of "Connections Beyond Sight and Sound," formerly

Maryland's Project on Deafblindness. The major goals of this project will be to: 1) provide technical assistance and consultation to families, local school systems, local infant and toddler programs, state-operated programs, private agencies, and rehabilitation programs that result in appropriate assessment, placement, and support services to all children who are deaf-blind; 2) provide preservice and inservice training to administrators, school personnel, and agency personnel that focuses on research-based, effective, and promising practices; 3) enhance state and local capacity to improve services and outcomes for children with deaf-blindness and their families; 4) provide training and support to families of children with deaf-blindness to meet their needs in the context of the family, extended family, neighborhood, school and community; 5) facilitate ongoing coordination and collaboration among families, MSDE, local school systems, and other relevant agencies and organizations to promote service integration, systemic change, and interagency cooperation; and 6) facilitate the ongoing identification of children who are deaf-blind in Maryland and maintain basic demographic information on these children for program planning and evaluation purposes.

Products: These goals will be met through development of such products as: site-based, child focused technical assistance; summer institutes; BEST Programs - Building Effective Student Teams, including Tri-State (MD, PA, and VA) Collaboration Family Forums, Family Retreat Weekend, and support of a biannual regional (Mid-Atlantic) CHARGE conference; a newsletter; a World Wide web site; the Family/Professional Lending Library; the Resource Directory for Families; and Family/Professional Advisory Board and Family Steering Committee.

Grant Number: H326C000001

A System to Provide Services for Children and Youth with Deaf-Blindness

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This project will provide technical assistance and training which will result in the building of local capacity and statewide systems change to improve services for children and youth with deaf-blindness and their families.

Method: The goals and objectives that will be addressed by this project include: 1) improve and maintain the statewide Technical Assistance System; and 2) develop and implement training and technical assistance for families, schools, early intervention programs, adult agencies, and other service providers. Project goals and objectives are based on statewide needs assessments as well as federal requirements. Needs assessment results show that the previously funded Deaf-Blind Project (1994-1999) has implemented a Technical Assistance System (Goal 1) which coordinates services and supports across the state and that this coordination must continue since no other agency or program has the necessary deaf-blindness expertise and resources to serve this capacity. The training and technical assistance needs (Goal 2) result from identified gaps in statewide services and from federal and state requirements related to Part C early intervention programs and Part B IDEA school programs.

Products: The project will have the following outcomes: 1) increased number of infants and toddlers who are identified early as deaf-blind or at risk of deaf-blindness; 2) increased use of appropriate early intervention strategies in natural environments resulting in improved cognitive, social, and physical development; 3) increased use of accommodations and alternative assessments resulting in appropriate curriculum strategies and improved academic achievement; 4) appropriate transition services during school and following school exit resulting in increased employment and postsecondary education and improved quality of adult life; and 5) improved services for children/youth with deaf-blindness on reservations/rural communities in the region.

Grant Number: H326C000002

South Dakota Deaf Blind Project

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: The South Dakota Deaf-Blind Project, a partnership between the University Affiliated Program and the Office of Special Education, will provide assistance to parents and service providers to raise the knowledge and skill level of people who impact the lives of children who are deaf-blind.

Method: The project will work to: 1) improve outcomes for children who are deaf-blind through early identification, resulting in the provision of individualized services at the earliest possible time; 2) improve outcomes for children who are deaf-blind through widespread information and training about deaf-blindness and related issues in order to enhance the ability of educators and professionals to meet the child's individualized needs; 3) improve transition from education into other areas of life; 4) enhance family involvement in meeting the needs of their child who is deaf-blind and in understanding issues related to deaf-blindness; and 5) utilize the most current best practice, research, and expert information to improve outcomes for South Dakota children who are deaf-blind, recognizing that South Dakota is a rural and reservation state.

Products: The project will provide anecdotal data about the long-term impact of early identification and services, a new system of identification that may be replicated elsewhere, a curriculum used in training and technical assistance that may be adapted for use in other settings, and information about satisfaction with the services. All this information will be accessible via the World Wide Web site and will be shared through presentations.

Grant Number: H326C000003

Rhode Island Services for Children and Youth with Dual Sensory Impairments

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: The goal of Rhode Island Services to Children and Youth with Dual Sensory Impairments is to provide ongoing family and professional support, coordination of services, information, technical assistance, and training to children from birth through 22 years of age.

Method: Located at the University Affiliated Program (UAP) at Rhode Island College, this project can access the broad network of supports provided by the UAP, including: assistive technology, transition services, positive behavioral support, family services, mentor teachers, the School Inclusion Institute, and personnel preparation. These programs broaden the supports available to individuals with dual sensory impairments, their families, and others who support them.

Products: The expected project outcomes are: 1) increase early identification of children with dual sensory impairments; 2) improve the coordination of services; 3) increase the number of children who receive educational services in natural and inclusive settings; 4) improve the lives of families and their children; and 5) increase the skills and knowledge of professionals who support children with dual sensory impairments as they travel through infancy, childhood, adolescence, and adult life.

Grant Number: H326C000004

New York State Technical Assistance Project Serving Children and Young Adults Who Are Deaf-Blind: A State-Wide, Inter-Agency Resource and Support Program for Children and Youth Who Are Deaf-Blind and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: This project builds on current activity to improve services and the service delivery system for consumers and families through the provision of technical assistance. Seven regional teams have been formed as a result of collaboration and coordination with service providers, families, and consumers across the state. This delivery model facilitates identification of children and resources and builds local capacity to provide technical assistance to better serve infants, children, and youth who are deaf-blind. Continued activity will result in the development, delivery, and expansion of appropriate, quality-driven, community-based services.

Method: Toward this goal, the project will: 1) continue to identify children (ages zero to 21), programs, and resources located state-wide; 2) outreach to individual families in order to provide support to network parents around the state; 3) provide on-going child-specific technical assistance as well as regional and state-wide training, workshops, and conferences to professionals, paraprofessionals, parents and families, consumers, and higher education students that disseminates research-based effective practices; 4) facilitate networking to create linkages across providers, including State agencies, professionals, and parents to enhance transition services at age 14, but reaching down to begin even earlier; 5) develop products and disseminate information; and 6) evaluate the effectiveness and impact of technical assistance activities on the service delivery system.

Products: The 1,137 currently identified New York children and young adults who are deaf-blind, their families, and their providers will benefit directly through increased local and state capacity to provide appropriate, quality-driven services that improve outcomes.

Grant Number: H326C000005

Oregon DeafBlind Project: Improved Outcomes for Children Who Are DeafBlind, and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: The Office of Special Education of the Oregon Department of Education (ODE) will enhance a statewide service delivery model built over the past 20 years so that children who are deaf-blind have equal opportunities to achieve the state's high content and performance standards. ODE will address Oregon's diversity, geographic distances, and demographic sparseness. The Regional Deafblind Consulting Teacher Model will provide the basis for serving children and youth in their home communities. In addition, the project will continue to provide outreach services in collaboration with the Education Evaluation Center at Western Oregon University through innovative uses of technology.

Method: Project goals include: 1) All students who are deaf-blind will benefit from an enhanced system of coordinated and comprehensive technical assistance and training that is available to their special education and related service providers; 2) All children/youth in Oregon who are, or who are at risk of being, deaf-blind will be identified and referred for appropriate services; 3) All parents and families of children in Oregon who are deaf-blind will have access to a comprehensive, coordinated system of technical assistance support; 4) All Oregon students aged 14 and older who are deaf-blind will have transition plans that address post-school life options, including living skills, leisure skills, community participation, and employment options; and 5) The project will develop a comprehensive technical assistance information and resource center available to assist individualized education program/individualized family service plan (IEP/IFSP) teams statewide in: a) assessing the educational needs of students who are deaf-blind; and b) developing and implementing IEP/IFSPs that address their individually identified needs.

Products: The project will result in: 1) increased capacity for building the skills of staff and family members and developing interagency partnerships so that more students who are deaf-blind can effectively transition into post-school employment or other services; and 2) increased access to appropriately trained personnel serving infants, toddlers, and children who are deaf-blind through new partnerships with institutions of higher education.

84.326D
Center on Dispute Resolution

Grant Number: H326D980002

Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: This project, the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), will provide information, training, and technical assistance (TA) to states, schools, parents, and teachers to enable them to resolve disputes through more expedient and less confrontational means, including mediation.

Method: CADRE is composed of leading individuals and organizations in the field whose expertise and experience will be used to provide efficient, effective, and high quality TA to diverse stakeholders. Extensive use of electronic technology, including Internet and World Wide Web-based services, will reach clientele with high quality information and TA. Regional training, telephone information services, conference presentations, and dissemination of print documents will provide services to those who do not have Internet access.

Products: CADRE's TA will increase awareness about the use of a range of alternative dispute resolution procedures to motivate parents, schools, and states to use appropriate resolution procedures to identify and resolve differences. The project will work to stimulate and support state and local efforts to resolve differences as early and as effectively as possible. TA delivery will be built around the needs of states, local systems, and individuals and will involve these stakeholders in the planning, development, implementation, and improvement of project activities, products, and services.

84.326F
State and Federal Policy Forum for Program Improvement

Grant Number: H326F000001

FORUM 2000

Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: FORUM 2000 will address the priority of the State and Federal Policy Forum for Program Improvement to: 1) facilitate communication between the U.S. Department of Education and state and local administrators of the Individuals with Disabilities Education Act (IDEA), and 2) synthesize national program information that will improve the management, administration, delivery, and effectiveness of programs and services provided under IDEA.

Method: The following seven activities will be addressed in each of the five project years: 1) identify national and state program improvement information that is needed to obtain better results for infants, toddlers, and children with disabilities receiving educational and early intervention services; 2) maintain a database of laws, policies, and regulations that govern special education within the states and non-state jurisdictions; 3) compile three research or policy syntheses on issues identified through Activity 1; 4) write two synthesis briefs (less than 10 pages) on issues identified through Activity 1; 5) convene two policy forums and write a proceedings document for each on topics identified through Activity 1; 6) conduct twelve "Quick-Turn-Around" activities to address, in a timely manner, issues identified through Activity 1; and 7) disseminate information developed through Activities 2-6 to a wide audience, using a variety of vehicles and formats. A diverse group of stakeholders will participate in the policy forums, review the research/policy syntheses, and evaluate FORUM 2000 activities.

Products: In addition to printed proceedings documents, analyses, and syntheses, the project will develop audiotapes and electronic versions of materials. Information will also be available on NASDSE's World Wide Web site (www.nasdse.org). Other format requests will be accommodated (e.g. large print, Braille).

84.326G
Center on Achieving Results in Education for Students with Disabilities

Grant Number: H326G000001

Center on Achieving Results in Education for Students with Disabilities

Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: The National Center on Educational Outcomes (NCEO) and its collaborators, the National Association of State Directors of Special Education (NASDSE) and the Council of Chief State School Officers (CCSSO), will build on their existing networks to establish the Center on Achieving Results in Education for Students with Disabilities. The Center will provide national leadership for state and local efforts to implement the provisions in IDEA 97, and to ensure that students with disabilities have access to the general curriculum and benefit from accountability and standards-based reforms.

Method: The Center will engage in research activities directed toward achieving better understanding of current issues in the field, identifying policies and practices that ensure all students benefit from state and local assessment and accountability efforts, and sharing this information with those whose work has an effect on policy and practice as well as those who are affected by it. Specifically, these research activities include: 1) conducting an annual survey of states to determine their current status in implementing the assessment and accountability provision of IDEA; 2) conducting an annual review of state reports and assessments data to track the participation and performance levels of students with disabilities in large-scale assessments; 3) synthesizing research on relevant topics such as assessment accommodations, alternate assessments, data analysis and reporting, and other related areas; and 4) conducting, collaborating in, or commissioning focused research studies on topics related to assessment and accountability. The Center will also engage in technical assistance and dissemination activities that meet diverse needs through direct support and by enhancing the capacity of its technical assistance and dissemination partners, so that lessons learned from careful research can be translated into practice at all levels, and improve student results. The Center's collaboration and other leadership activities will build on NCEO's already wide and productive network to ensure the sustainability and strength of individuals and organizations addressing many of the complex second-generation issues surrounding the participation of students with disabilities in assessment and accountability systems.

Products: The project will develop and disseminate reports in print and on the World Wide Web and tailor materials to a wide variety of audiences. The following products will be developed and updated: a World Wide Web site, presentations, and surveys on-line. Other products available will include: links within specific topics; a searchable database on accommodations research; and special interest materials for students, families, and teachers.

84.326H
National Clearinghouse on Postsecondary Education

Grant Number: H326H980002

National Clearinghouse on Postsecondary Education for Individuals with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: This project will continue operation of the National Clearinghouse on Postsecondary Education for Individuals with Disabilities as the HEATH Resource Center. Innovative uses of technology, a needs-based publications program, and strategic use of both proactive and reactive dissemination efforts combined with a well-established network that extends across the postsecondary and secondary communities places will enable HEATH to foster the mission of making known the educational and training opportunities available after high school in whatever setting adults who have disabilities may choose to continue their education.

Method: As the clearinghouse seeks to expand life opportunities for people with the broadest range of disabling conditions, HEATH will make available information on a range of educational and training opportunities: college campuses, vocational-technical schools, independent living centers, and other training entities. The clearinghouse will continue to clarify access to the various adult service systems and describe successful ideas, strategies, devices, procedures, and programs in various parts of the country which could be replicated elsewhere to promote the participation of postsecondary youth and adults in regular programs as well as those designed especially for students with disabilities. The HEATH center shall continue disseminating information by contributing to existing databases, interacting with identified target groups at conference presentations, distributing materials, and responding to direct inquiries from the public.

Products: Publications will be designed to help fill voids in existing literature. A significant contribution to the sparse statistical data that currently exists in the postsecondary disability domain will be made by publishing "College Freshmen with Disabilities" every second year. Publication dissemination efforts will strategically focus on proactive means, which will have a multiplier effect. HEATH will effectively distribute publications to organizations that can disseminate HEATH publications to their constituencies and audience members. HEATH's new electronic newsletter will keep readers abreast of legislative issues, programmatic happenings, and information about new resources and services to the disability community. Electronic access to HEATH publications via an upgraded gopher server will be encouraged, and HEATH's presence on the World Wide Web will be expanded.

84.326J
Technical Assistance for Secondary Education for Students with Disabilities

Grant Number: H326J000005

National Secondary Education and Transition Technical Assistance Center for Youth with Disabilities

Beginning Date: 11/01/00
Ending Date: 10/31/05

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Purpose: The National Secondary Education and Transition Technical Assistance Center (SETTAC) will respond to the technical assistance (TA) and information needs of six major audiences: state-level education reform and systems change initiatives, local education agencies and community-based programs, workforce development agencies and initiatives, youth with disabilities and families, the national network of technical assistance and dissemination providers, and federal agencies and national organizations. SETTAC will establish four Technical Assistance (TA) Networks to plan and support the delivery of technical assistance and information dissemination. The TA Networks will include: 1) the Secondary Education Assessment and Curriculum Network; 2) the Postschool Outcomes/Results Network; 3) the Student and Family Participation Network; and 4) the Systems Linkages and Services Coordination Network.

Method: SETTAC will be a collaborative effort among: the Institute on Community Integration's National Transition Network (University of Minnesota); the National Center on Educational Outcomes (University of Minnesota); the National Center on the Study of Postsecondary Education Supports (University of Hawaii); TransCen, Inc.; the Institute for Educational Leadership's Center for Workforce Development; PACER Center (University of Minnesota); and the National Association of State Directors of Special Education. In addition, SETTAC will leverage the existing capacity of other researchers, technical assistance providers, and dissemination centers in organizing and providing technical assistance and dissemination information. Youth with disabilities and families will be engaged at all levels of the project to ensure that they have a voice and direct role in setting the direction for SETTAC.

Products: SETTAC will: 1) provide technical assistance, related training, and consultation on assessment, curriculum, instruction, school retention, and the planning/delivery of transition services; 2) translate research into practice, and identify and promote innovative and exemplary secondary education and transition programs and practices that can be readily generalized and adopted; 3) generate policy-relevant information that promotes systems change and the effective coordination of services; 4) improve the knowledge, skills, and capacity of students and families to participate in secondary education and transition planning; and 5) disseminate relevant information to multiple audiences. SETTAC will conduct capacity-building institutes and workshops, conduct national summits, conduct quarterly national teleconferences, and develop a Web site. Print products to be developed include policy briefs, parent briefs, youth briefs, tools to improve professional practice, best practice profiles/briefs, training materials, Web-based resource guides, multi-media productions, journal articles, book chapters, and books.

84.326L
Center for Literacy and Assessment

Grant Number: H326L000001

Center for Literacy and Assessment at the University of Southern Mississippi

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Beginning Date: 6/01/00
Ending Date: 5/31/01

Purpose: The Center for Literacy and Assessment will continue to promote a greater understanding of the philosophy of reading instruction to individuals, schools, school districts, and agencies. This mission is supported through the promotion of the reading faculty to advance the understanding of the necessity of appropriate instructional strategies for individual learners. Providing information related to literacy methods, approaches, and materials is an effort which will persist through Clearinghouse efforts via the Center. This project will enable the continued promotion, encouragement, and communication of effective planning of successful literacy programs for all learners.

Method: The Center for Literacy and Assessment will continue to provide on-campus assistance to all entities (individuals, schools, school districts, and agencies in the state and surrounding areas) with regard to reading/literacy needs. The Center provides services in the local area or southern region related to one-on-one tutorials for students with reading deficits or requiring reading/literacy enhancement. Assessments related to issues of reading ability, or lack of, are also provided for those individuals seeking this support. This assistance is provided by University students enrolled in reading/assessment courses and supervised by tenured-track reading/assessment faculty. Preservice students enrolled in reading courses and graduate reading students are selected to work with local schools and students needing reading/literacy assistance. This service and professional development is supervised daily by tenured-track reading/assessment faculty. University students provide on-site professional development for the classroom teachers with regard to the incorporation of the latest ideas, research, and strategies for the promotion of reading/literacy abilities.

Products: Reading faculty continue to take an active role in presenting at international, national, regional, state and local conferences as well as through professional publications and texts. Professional development, consulting services, and teacher training related to "best instructional practices" as outlined by the National Reading Panel are services that are also provided by Center to local agencies within the southern part of the United States. In addition, the Center's Annual Reading Conference serves as a mechanism to foster the growth of learning related to literacy issues.

84.326M
Outreach Services to Minority Entities to Expand Research Capacity

Grant Number: H326M000002

Linking Academic Scholars to Educational Resources (LASER)

Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: Linking Academic Scholars to Educational Resources (LASER) will ensure the development and implementation of a definitive research agenda on urban special education, with the ultimate goal of improving schooling for urban children and youth with or suspected of disabilities. LASER's mission is to: 1) develop cadres of faculty and graduate students in minority institutions who will conduct and sustain urban special education research/scholarship; 2) develop a national strength-based model that documents strategies for enhancing individual and institutional research capacities; and 3) define and coordinate a national agenda that narrows the gap between research and urban school practice.

Method: LASER will provide technical assistance and professional development for minority doctoral students and faculty. In addition, cohorts of ethnic minority doctoral students will be recruited to the University of South Florida's special education program and will commit to conducting urban special education research studies. The doctoral students will complete their coursework at the University of South Florida and spend their third year at Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), or Other Minority Institutions (OMIs).

Products: LASER's impact will be far reaching. Four regional clusters or collaborative research communities that serve African Americans, Hispanics or Latinos, and Native Americans across the country have been identified for the most intense services. For participating faculty and doctoral students, LASER will host an annual conference to showcase urban special education research and disseminate those findings to lay and professional audiences. LASER will also reach out to facilitate site-based resource sharing and collaboration among the participating institutions. Most importantly, a consortium will be positioned by the project's fifth year to be competitive in the next funding cycle of the Outreach to Minority Entities Project. The LASER project will transition from the University of South Florida to a consortium comprised of predominantly minority institutions to further the mission of LASER.

84.326N

National Information Center for Children with Disabilities

Grant Number: H326N980002

National Information Center for Children with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: This project operates the National Information Center for Children with Disabilities (NICHCY) to improve early intervention results for infants and toddlers and educational and transitional results for children and youth with disabilities.

Method: The project framework is designed to support state and local entities to build their capacity to improve services and results for all children with disabilities and their families; to strengthen individual, organizational, and community capacity to enhance systemic change in education to improve results for all children with disabilities and their families; and to incorporate innovations of research, technology, and practices to increase NICHCY's impact in the 21st century. The project design is grounded in close communication with and feedback from the individuals and organizations that use the center, and on continual monitoring and evaluation of the operations.

Products: NICHCY will provide information services, develop publications, conduct outreach activities, and coordinate clearinghouse activities with the work of other agencies in order to develop and implement a process for ensuring accuracy of materials on IDEA and the many other issues associated with disabilities.

84.326P

National Clearinghouse on Careers and Professions Relating to Early Intervention and Education for Children with Disabilities

Grant Number: H326P980002

National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities

Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The National Clearinghouse on Professions in Special Education (NCPSE) will gather, organize, and disseminate information to address national needs and demands for knowledge regarding recruitment, professional standards, personnel preparation, professional development, and retention of personnel for the field of special education. The Clearinghouse's mission is to enhance national capacity and heighten its impact by implementing targeted marketing campaigns and dynamic information networks designed to strengthen the continuum of career and professional development of qualified and diverse education professionals and paraprofessionals, including early intervention personnel, special educators, and related services providers.

Method: To strengthen the nation's overall capacity, the Clearinghouse will focus on the following four activities: 1) conduct customized comprehensive outreach and targeted recruitment campaigns to increase the number of qualified, diverse individuals entering special education, related services, and early intervention professions; 2) lead and support national initiatives and partnerships to achieve high quality professional development of general and special education teachers, paraprofessionals, early intervention, and related services personnel; 3) enrich the quality and usefulness of Clearinghouse databases, information, and services as the foundation for promoting and retaining an adequate supply of qualified professionals and paraprofessionals who serve children with disabilities; and 4) ensure that Clearinghouse management, operations, products, and services impact pressing needs, current issues, and emerging trends. The Clearinghouse will respond to the information needs of its constituents by targeted marketing, information gathering and dissemination, and networking with a wide array of strategic partners. With their partners, the Clearinghouse will collect crucial data and analyze labor market patterns to address critical personnel capacity/demand issues at the state and national levels.

Products: The following NCPSE products will be developed and disseminated: career flyers, Topical Working Papers, "NCPSENews," "NCPSEEXTRAS, and 50 state profiles. In addition, a Quicktime Movies series called "Exploring Exceptional Careers in Education" will be developed, aimed at high school and college guidance counselors and partner organizations working with nontraditional applicants such as military personnel, newly arrived citizens, and college career reentry programs. Other multimedia available will include two public service announcements, establishment of a new independent Website, and 10 articles for partners' promotions via newsletters and the World Wide Web. The Clearinghouse provides materials in all media formats including accessible Web pages, braille products, large print materials, and audio products. Major publications will be translated into other languages, beginning with Spanish, Vietnamese, and Japanese. The majority of Clearinghouse products are available and downloadable by requesters from the Website, and the project's databases will be self-searchable with user friendly, menu-driven "wizards. The Clearinghouse will provide online discussion groups, user searchable databases, and listservs for general users and for the operations of the National Advisory Committee and the fluid National Advisory Work Teams. In cooperation with partners, at least 20 conference presentations will be given. In addition, Clearinghouse staff will produce customized responses to information requests, for career seekers who want informational brochures, personnel administrators who search for employees, state departments who need facts and figures, individuals with disabilities who want career opportunities, the Office of Special Education Programs which needs reports from states, national organizations that want information on certification and standards, and professionals who want access to electronic databases.

84.326R
Regional Resource Centers

Grant Number: H326R980003

Mid-South Regional Resource Center

Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: The University of Kentucky will provide Regional Resource Center services to Region 2, which includes Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia. The Center will link best practices related to IDEA to states, school systems, and families in order to improve results for infants, toddlers, and children with disabilities. Activities of the Resource Center will ensure that technical assistance and information are coordinated and are available to parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel in order to improve practices.

Method: The Region 2 Resource Center will use its experience in providing technical assistance to the region as a springboard to focus on the components of IDEA within the context of systemic change and to link its work with that of other technical assistance (TA) providers. To accomplish its goals, the Center will use four key strategies: infusing IDEA concepts as a part of systemic change; implementation of an effective results-based TA process; direct effects on local programs; and extensive stakeholder involvement.

Products: The Center will: increase the depth, utility, relevance, and ease of access of information on practices, policies, and programs needed by state partners to make systemic changes; provide benefits to states, local education agencies, and other participants in state improvement grants partnerships that are pursuing systemic changes through a coordinated technical assistance framework; increase communication and information exchange among states and state partners planning, implementing, and evaluating systemic educational reform; increase the extent to which state improvement plans in the region are effectively planned, implemented, and evaluated and lead to improved results for students with disabilities and their families; increase the extent to which states in Region 2 are in compliance with IDEA requirements; and ensure proper, effective, and efficient project management, administration, and evaluation.

Grant Number: H326R980005

Great Lakes Area Regional Resource Center for Region 4

Project Director: Magliocca, Larry
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Beginning Date: 10/01/98
Ending Date: 5/31/03

Purpose: The Great Lakes Area Regional Resource Center (GLARRC) will continue to serve as the Regional Resource Center (RRC) for Region 4, which comprises Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Pennsylvania. GLARRC staff will use its understanding and productive working relationship with states and their partners and its technical assistance capabilities to work toward a systems change process to help achieve the results-based outcomes required by IDEA.

Method: GLARRC will address the technical assistance needs of state education agencies and their partners related to the development and implementation of state program improvement grant (SIGs) plans for children with disabilities. It will increase the depth and utility of information on priority needs as identified by states, local education agencies, and participants in SIG partnerships in the process of making systemic changes, and it will identify productive partnerships with other Department of Education general and special education technical assistance providers at all levels and link them with state education agencies to promote information exchange and with programs that address special needs related to school-based reform. The Center will also assist states in developing and implementing strategies to comply with IDEA requirements. GLARRC will design and implement its systems change strategies to ensure broad-based participation by stakeholders through state-specific areas of priority needs. The Resource Center will use these strategies and a team-based approach to provide more effective technical assistance.

Products: GLARRC will work with its networks to effectively disseminate information to states and their partners. The Center will hold Research, Policy, and Practices Forums as a learning and sharing strategy for systems change that supports data-based decision making, dissemination of innovative techniques, and development of value changes. A major characteristic of these forums will be extensive exploration and action planning at a regional level, with follow-up planning and implementation at state and local levels.

Grant Number: H326R980006

Western Regional Resource Center - Region 6

Project Director: Zeller, Richard
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Website: http://interact.uoregon.edu/wrrc/wrrc.html

Beginning Date: 10/01/98
Ending Date: 5/31/03

Purpose: The University of Oregon will operate the Western Regional Resource Center (WRRC), serving Alaska, California, Hawaii, Idaho, Nevada, Oregon, and Washington, as well as American Samoa, Guam, the

Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. It will address the technical assistance needs identified by state and local educational agencies and their partners in these areas. It will be responsive to state needs in developing and implementing state improvement plans and in helping them comply with IDEA.

Method: The WRRC will work collaboratively within states, as well as regionally and nationally, with a wide array of organizations to provide technical assistance. These collaborations will bring educational expertise and varied perspectives to the center's resources. Broadened partnerships will help expand each state's capacity to achieve outcomes such as full access to general education curriculum for students with disabilities, instructionally relevant assessment and accountability systems for all students, improved results for all children and their families, and effective integration of special education services with other school improvement efforts.

Products: The WRRC's improved technical assistance capabilities will give it an increased capacity to deliver personalized technical assistance and in-depth information on issues relating to educational practices, state policy, and program development. It will link state education agencies and their partners with others who have similar needs or issues, and allow them to share innovative ideas and program strengths. Assistance will be provided on-site, in multi-state meetings, and through distance delivery methods.

Grant Number: H326R980007

Region Three Regional Resource Center

Project Director: Wright, James V.
Auburn University - Montgomery
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Montgomery, AL 36124-4023
334-244-3879

Beginning Date: 10/01/98
Ending Date: 5/31/03

Purpose: This project establishes a Regional Resource Center for Region 3 (R3RRC), which encompasses Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, Texas, Puerto Rico, and the U.S. Virgin Islands. Proposed strategies for the Center include needs assessment; technical assistance; product development; and a Total Quality Management system for all product development, information dissemination, and evaluation activities.

Method: The R3RRC will meet the needs of poverty-stricken and other children with disabilities within the region by means of a computerized information sharing system linked with the network of Federal Resource Centers. This system, combined with a direct, personal, "hands-on" approach, will establish linkages among states, local educational agencies, and participants in State Improvement Grant partnerships with service providers.

Products: This project will improve the information base within the R3RRC by establishing a collaborative network for information collection and dissemination among all linked agencies. States will have an expanded information base that responds to individual state priorities. SEAs will be able to obtain and use information, thus increasing their capacity to improve practices, policies, and programs needed for efficiently providing services to students with disabilities. Through improved service delivery, including professional development, technical assistance, and dissemination of best practices, the Center will promote programs that will improve the educational results of children with disabilities. The Center's information and exchange system will enable states to identify and respond to problems relating to compliance with IDEA requirements, and it will assist states in establishing performance goals and indicators under IDEA.

Grant Number: H326R980009

Mountain Plains Regional Resource Center

Project Director: Copenhaver, John
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Center for Persons with Disabilities
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Website: http://www.usu.edu/~mprrc

Beginning Date: 10/01/98
Ending Date: 5/31/03

Purpose: Utah State University will continue to operate and improve the Mountain Plains Regional Resource Center (MPRRC) to serve Region 5, comprising Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming, as well as Bureau of Indian Affairs schools in 23 states. The overall goal of the Center is to create lasting systems change through such processes as state improvement grants, state implementation plans, partnerships, and quality technical assistance and information dissemination. The Resource Center will work to link state and local education agencies and their partners.

Method: The MPRRC has been involving relevant stakeholders in a partnership arrangement, including state and local education agencies and their partners, to promote systems change. It has also been instrumental in developing and facilitating monitoring activities, including teleconferences, assisting state and local agencies in developing monitoring systems, and conducting various training activities. To facilitate its work, the MPRRC has developed a network of state education agency staff throughout the region to deal with critical issues in special education.

Products: The MPRRC will work to increase the depth and utility of information in on-going and emerging areas of priority needs identified by local and state education agencies that are in the process of making systemic changes, promoting those changes through a multi-state or regional framework. It will provide technical assistance to state and local education agencies and participants in state improvement grant partnerships and promote communication and information exchange among these groups based on the needs, concerns, emerging issues, and trends identified by the agencies and partnerships. It will also assist states in developing and implementing strategies that comply with IDEA requirements.

Grant Number: H326R990003

Northeast Regional Resource Center

Project Director: Reedy, Kristin
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Beginning Date: 2/01/99
Ending Date: 5/31/03

Purpose: This project will demonstrate how the Northeast Regional Resource Center (NERRC) can assist the northeastern states to make systemic changes in structure, programs, and outcomes that will lead to a unified system of education for all students.

Method: The project will conduct state-level policy analysis and facilitate changes that will eliminate barriers to systemic reform and lead to improved results. It will establish a multi-state, regional framework to help states plan, implement, and evaluate systemic change, and it will build state capacity to improve early intervention, educational opportunities, transitional services, and results for children with disabilities and their families. NERRC will work in a three-way collaborative with COMPASS, Inc. and the Center for Disabilities and Community Inclusion (the University Affiliated Program at the University of Vermont) to bring together technical assistance, technology, research, development, and training capabilities of the University Affiliated Program and the specialized urban issues perspective of COMPASS, Inc. NERRC will also work with local education agencies, local schools, the state education agency and other state agencies, and stakeholders to ensure that special education is an integral component of the state and local reform agenda.

Products: NERRC's efforts will ultimately improve services and results for children with disabilities.

84.326S
Center for Positive Behavioral Interventions and Supports

Grant Number: H326S980003

Center for Positive Behavioral Interventions and Support

Project Director: Sugai, George
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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: The goal of the Center on Positive Behavioral Interventions and Support (CPBIS) is to increase "the capacity of schools, families, and communities to support and educate children and youth with significant problem behaviors" by 1) increasing both awareness and knowledge of positive behavioral interventions and support as part of these systems and 2) emphasizing the features of a comprehensive systems approach to sustaining these interventions and supports.

Method: The CPBIS will be directed from the University of Oregon in collaboration with key personnel at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida. The Center will establish and use a comprehensive network of expert collaborators who will help to select the content and formats for the dissemination of positive behavioral interventions and support. In an effort to increase the efficiency and effectiveness in which schools educate students with severe problem behavior within the context of public school settings, a school-wide approach must be considered. The CPBIS approach focuses on the development and maintenance of whole systems (practices, structures, and policies) that 1) enable school staff to sustain the adoption of research-validated practices; 2) foster positive teaching and learning environments in schools for all students and staff; 3) integrated school-wide, classroom, non-classroom, and individual student subsystems; and 4) efficiently and effectively support students with severe emotional and behavioral disorders. The six CPBIS objectives and activities include the following: 1) Evaluate the state of policy and practice regarding school-wide positive behavioral interventions and supports; 2) Establish a coordinated effort of researchers, educators, families, policy makers, and community service providers, (e.g., mental health, developmental disabilities, rehabilitation, and juvenile justice), who will serve as resources to schools in designing school-wide positive behavior support programs; 3) Provide for regular information exchanges between researchers and practitioners, including family members, who conduct exemplary behavioral intervention and support programs and educators who seek to design and implement effective school-wide programs; 4) Collaborate with the National Information Center for Children and Youth with Disabilities to develop and disseminate information on positive behavioral interventions and supports; 5) Organize, synthesize, and report information to teachers, parents, administrators, policy makers, community service personnel, and other interested parties advances in research, policy, and practice on positive behavioral interventions and supports; and 6) Develop a blueprint for providing further technical assistance to local education agencies and state education agencies, which includes validated alternative designs of effective school-wide positive behavioral intervention and support programs and validated alternative approaches to delivering technical assistance in their implementation.

Products: The outcomes of this five year effort will be: 1) an awareness in all State Education Agencies of the features, importance, procedures, and systems requirements of positive behavioral interventions and supports; 2) a resource network of systems requirements of positive behavioral interventions and supports; 3) an information development and dissemination network that maximizes use of current information and dissemination centers and organizations; 4) a collection of State and Local Education Agencies exemplars (statutes, policies, procedures, etc.) that embody effective and efficient implementation of positive behavioral interventions and supports; and 5) a comprehensive, research validated collection of preferred and promising practices which will be distributed in a variety of forms (e.g. electronic newsletters, CD-ROM modules, inservice curriculum modules).

84.326U
Deaf-Blind Clearinghouse

Grant Number: H326U990001

DB-LINK

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Beginning Date: 10/01/99
Ending Date: 9/30/04

Purpose: This project will contribute to increased knowledge and understanding of educational problems, issues, and effective strategies by promoting system change or improvement and building local capacity to provide, improve, and expand services that address the needs of deaf-blind children.

Method: DB-LINK's activities (identifying information, responding to inquiries, and disseminating materials) increase awareness and understanding of deaf-blindness by ensuring that IDEA '97-supportive information generated by researchers, practitioners, and educational specialists makes its way to personnel preparation programs, classroom teachers, and 'grass roots' service providers. DB-LINK's work occurs at national, state, and local levels. Its link to the non-deaf-blind world is demonstrated through the numerous responses to requests from service providers having their first contact with deaf-blindness, through its role as sole representative of deaf-blindness among OSEP clearinghouses, through its high profile at national meetings and conferences, through its collaborative publications with other entities, and through its regular participation in the OSEP Leadership Conference and Annual Technical Assistance and Dissemination Conference. Interfaces with agencies and individuals in such fields as health care, law, psychology, technology, recreational services, personnel preparation programs, and higher education form the basis for its concerted effort to extend national awareness of deaf-blindness.

Products: Database-generated products will be developed to meet the needs of individual requesters, produce information for publications, and produce profiled (consumer-tailored) information for use in training and identifying state resources. The DB-LINK World Wide Web site provides Internet access to all the project's resources.

84.328C
Community Parent Resource Centers

Grant Number: H328C980014

Wisconsin FACETS Community Parent Resource Center

Project Director: Serak, Janis
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Milwaukee, WI 53212
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project is designed to provide culturally sensitive services that recognize and respect the cultural identities of families in Milwaukee through FACETS, a local parent organization committed to improving education services and outcomes for infants, toddlers, and children with the full range of disabilities. Through collaboration with community groups and organizations, FACETS will provide services such as peer counseling, resource sharing, information, training, and leadership building. Parents will be provided with knowledge, skills, information, and support so that they can fully participate in the decision-making process for their children's education.

Method: FACETS will provide training and information to underserved families of children with disabilities in Milwaukee to help them: better understand the nature of their children's disabilities and educational needs; communicate more effectively with personnel responsible for special education, early intervention, and related services; participate in the decision-making process and the development of IEPs; understand the provisions of IDEA, including mediation; obtain the necessary information about the range of options, programs, services, and resources available for children with disabilities and their families; and effectively participate in school reform activities.

Products: The project will disseminate information related to IDEA and other disability issues to many thousands of parents and other interested parties throughout Milwaukee and provide training on IDEA and other related topics. Parents will be trained and supported as leaders in their communities regarding school reform and educational policy issues. Assistance and follow-up support will also be provided for families.

Grant Number: H328C980016

PADDA Community Parent Resource Center Project

Project Director: Jacob, Mark
People with Attentional & Developmental Disabilities Association, Inc.
11048 Warwick Blvd.
Newport News, VA 23601
757-591-9119

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Community Parent Resource Center will provide, on a sustaining basis, a large and diverse group of underserved parents in the community with training, support, and information in the knowledge and skills needed in advocacy for early intervention and special education for infants, toddlers, children, and youth with disabilities. It will also sustain PADDA's ongoing on-site advocacy efforts for parents of children with the full range of disabilities.

Method: The Community Parent Resource Center will assist underserved parents of children with disabilities in meeting their developmental goals to the maximum extent possible and prepare them to lead productive independent adult lives. The resource center will provide parents with the information necessary to construct and maintain appropriate Individualized Education Programs and Individualized Family Service Plans. The project staff will accompany parents of children with disabilities, many of whom have been traditionally underserved, through the special education process, and if need be assist them in invoking their inherent procedural safeguards, including due process and/or mediation. Many of the parents that have been assisted have gone on to assist with other parents seeking services for their children.

Grant Number: H328C980018

Community Parent Resource Center

Project Director: Hernandez, Luz A.
Parents Union for Public Schools in Philadelphia
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Philadelphia, PA 19107
215-546-1166

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Parents Union for Public Schools in Philadelphia, in coordination with the Education Committee of the North American Street Empowerment Zone, will establish a parent-directed project serving the Hispanic population in the Kensington and Edison Clusters of the School District of Philadelphia. The Community Parent Resource Center project will establish a demonstration model for serving isolated low-income minorities and Limited English Proficiency (LEP) parents of children with disabilities, which can be replicated throughout Philadelphia and surrounding counties for similar populations of Hispanic and Asian cultures.

Method: Parents Union, in coordination with the North American Empowerment Zone Education Committee and the community, will organize the following activities: 1) train a core team of at least ten Hispanic parents of children with disabilities as trainers, advocates, and translators for parents at meetings concerning individual children with special needs; 2) establish an office in the Kensington/Edison Clusters for the core team; 3) train at least 150 parents and provide individual assistance for at least 150 parents of children with disabilities; 4) develop materials, a video, and audiotapes for community distribution in Spanish; 5) assist in the implementation of at least three cluster-wide parent workshops on emerging special education issues; and 6) empower Hispanic parents to become more active in school reform issues affecting children with disabilities.

Grant Number: H328C980024

EMPOWER - Educating Minority Parents; Opening Windows to Educational Rights

Project Director: Bond, Linda; Johnson, Agnes
Arc of Mississippi
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Jackson, MS 39202
601-362-4830
Website: http://www.parentpartners.org/archome.html

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will continue the work of EMPOWER (Educating Minority Parents: Opening Windows to Educational Rights), a community-based, minority-governed nonprofit organization that provides information, support, training, and technical assistance to families of poor and minority children in Mississippi. EMPOWER plans an important role in the evolution of standards-based school reform and its potential for improving the quality of education for these children.

Method: EMPOWER uses a range of local organizing strategies to establish relationships with traditionally underserved parents of children with disabilities, a significant number of whom are from minority populations. Through this project, EMPOWER will collaborate with a number of groups to intensify its agenda for promoting change in the Mississippi Delta Empowerment Zone through increased outreach to engage the targeted population. It will work to provide additional support and technical assistance to assist parents in meeting their children's needs, and offer basic education programs that provide parents with a greater understanding of the nature and scope of related needs for their children as well as self-help and advocacy workshops designed to give parents the tools they need to obtain the full range of early intervention, special education, and related services for their children. EMPOWER's collaboration with a law center will provide it with the expertise to address systemic issues impeding provision of high-quality education and services to children. The collaborative effort will train advocates and provide technical assistance and support to ensure that the provisions of IDEA are implemented effectively and are consistent with state educational reform.

Grant Number: H328C980027

Education, Training, & Support to Families of Children with Special Needs

Project Director: Taylor, Janet B.; Garcia, Isabel
Parent to Parent of Miami, Inc.
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Miami, FL 33173
305-271-9797

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will continue and expand the services of Parent to Parent of Miami, Inc., a nonprofit organization for parents and families of children with developmental disabilities or delays, whose mission is to build and sustain an active network of parents bound together by the common needs of their children to achieve their highest potential and live as independently as possible. Parent to Parent works to empower families by providing peer support, training, information and referral, emergency assistance, and advocacy.

Method: This project will help Parent to Parent serve more people in the community by: 1) expanding its services to include the full range of disabilities, 2) developing more cooperative agreements and relationships to provide parent training and support to address the common needs of children with the full range of disabilities, 3) expanding its outreach activities to inform more families and to ensure that health care and community service providers are aware of its services, 4) serving as an effective, independent liaison between parents and educational personnel, 5) participating in decision making and goal setting during the IEP process, and 6) educating parents to understand and access early intervention services, procedural safeguards, and mediation processes available to them.

Products: This project will increase the ability of the Parent to Parent project to effectively serve chronically underserved and isolated populations, thus reducing the most severe barriers they face to accessing available resources and assistance. The project will collect and disseminate current, accurate information on parental options and resources to these groups and to provide technical assistance and support to parent groups in other communities who are attempting to establish similar support groups.

Grant Number: H328C980031

Community Parent Resource Center

Project Director: Statman, Rona
Arc of Texas Rio Grande Valley
601 North Texas Blvd.
Weslaco, TX 78596
512-454-6694

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will develop a Parents Supporting Parents Network for parents of children with disabilities to help them better understand the nature and needs of the disabling conditions of their children and to provide support for their educational program. Parents will learn to communicate more effectively with special and general educators, administrators, related services personnel, and other professionals. They will participate more fully in the educational decision-making process for their children, and obtain information about the range of options, programs, services, and resources available at all levels and about the educational provisions of IDEA.

Method: The project will conduct bilingual training for families of children with disabilities through a series of workshops each year and through support group meetings, which involve parents in the agenda planning. Parents will be trained to provide support to other parents to participate effectively and positively in the development and implementation of their child's IEP. The project will provide information and referral services to the families via software.

Products: The project will disseminate information to at least 300 families to help them achieve the desired educational goals for their children with disabilities. Project materials will be produced and disseminated in Spanish as well as in English.

Grant Number: H328C980046

El Valle Community Parent Resource Center

Project Director: Ortiz, Alba A.
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San Antonio, TX 78212
512-471-7255
Website: http://www.tfepoder.org/

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Texas Fiesta Educativa will establish the El Valle (The Valley) Community Resource Center to support the locally established Project Partnerships for Opportunity, Development, Education and Resource (PODER) Parent Training and Information Center. El Valle Center will target under-served parents of children with disabilities including low-income parents and parents of children with limited English Proficiency in Cameron, Starr, and Willacy counties in the Rio Grande Valley. This geographic area has been designated as an Empowerment Zone and is highly populated by unserved and underserved Hispanics.

Method: The Valley Center will partner with Project PODER to establish a centralized resource center dedicated to improving information and training to assist parents in participating more effectively with service providers in helping their children with disabilities meet developmental goals and, to the maximum extent possible, the standards that have been established for all children, and to lead productive independent adult lives to the maximum extent possible. The El Valle Community Resource Center will meet the following goals: 1) provide training and information that meets the needs of parents and children with disabilities in Cameron, Starr, and Willacy counties; 2) assist parents to understand the availability of and how to use procedural safeguards, and encourage the use and explain the benefits of alternative methods of dispute resolution; 3) improve access to services for parents and infants, toddlers, children, and youth with the full range of disabilities; 4) build networks and establish partnerships with other disability-related national, state, and local organizations and agencies; and 5) support the ongoing activities of the parent training and information center. A conference will be conducted each year to cover topics identified by parents and staff as critical to developing their knowledge, skills, and competencies to function more effectively as advocates for themselves and for their children as well as provide an opportunity for families to meet with service providers. This project will also provide follow-up support services in the following areas: 1) attendance by project staff at children's Admission, Review, and Dismissal committee and/or IEP meetings to serve as interpreters and advocates; 2) individual consultation; and 3) review and interpretation of assessments, IEPs, or other documents to explain their content and significance to parents. A toll-free telephone number for information will be established. Information dissemination and materials development and adaptation will take place as needed.

Grant Number: H328C980047

United We Stand of New York

Project Director: Rivera-Putz, Lourdes
United We Stand of New York
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718-302-4313
Website: http://www.taalliance.org/ptis/uws/

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The United We Stand (UWS) project is a community-based, parent-directed, parent support program to serve culturally diverse families who have children with disabilities in Brooklyn, New York. UWS provides information and support as well as direct assistance in meeting life needs, to culturally diverse families with a child with disabilities, so that the parents will be more knowledgeable about the needs of the child and their rights and responsibilities under IDEA.

Method: UWS will build on its existing supports to increase the numbers of parents with infants, toddlers, children, and youth with disabilities in communities in New York who are being served. These parents will be provided with culturally relevant training, support, and information about disabilities, disability resources, parent rights and responsibilities, mediation, school reform issues, cultural diversities, and self-esteem. Parents will be empowered to use positive behavior support strategies to address challenging behaviors in children with disabilities and they will be trained to become parent trainers or parent support group facilitators.

Products: This project will increase the number of previously underserved parents of children with disabilities who are empowered to provide for their children. Training materials for parents will be provided in English, Spanish, and other primary languages of the families. Topical workshops and bilingual conferences will provide information on common disabilities, relevant community resources, IEPs, rights and responsibilities, and other issues.

Grant Number: H328C980048

Parents United Together: A Collaborative Community Parent Resource Center

Project Director: Cooper, Theresa; Harris, Alice; Chu, The-Luyen
Loving Your Disabled Child
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Los Angeles, CA 90043
323-299-2925
Website: http://www.lydc.org/

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Loving Your Disabled Child (LYDC), along with Parents of Watts (POW) which serves African American and Latino families in Los Angeles County, and Vietnamese Parents With Disabled Children Association, Inc. (VPDCA) which provides support to Vietnamese families in Los Angeles and Orange Counties, has formed an innovative partnership that will allow the three community-based programs to: 1) expand the individualized and culturally responsive training, information, and support services offered to unserved and underserved families in their communities, and 2) enhance their own program capacity and visibility through the sharing of resources, community linkages, and administrative support. Independently and collaboratively, LYDC, POW, and VPDCA will represent and provide training, information and on-going support to traditionally unserved and underserved culturally diverse families who have infants, toddlers, children, and youth with disabilities living in Los Angeles and Orange Counties. The partnership will: 1) advocate for the rights of children with disabilities and their families; 2) promote linguistically and culturally appropriate training opportunities; and 3) through parent training and one-to-one individualized follow-along support, help parents to understand the system, learn about their rights, bridge language barriers, and obtain needed services.

Method: Project activities will include: 1) locate and establish trusting relationships with unserved and underserved minority parents who have children with special needs, so that parents can receive the training, information, and support they are entitled to under IDEA 1997; 2) provide comprehensive and culturally appropriate training, information, and support services to families of infants, toddlers, children, and youth with disabilities; 3) provide training and technical assistance to prepare parents who wish to serve as parent advocates and/or parent mentors; and 4) provide training in cultural competence to personnel providing services to underserved families.

Products: Approximately 1700 unserved and underserved families living in Los Angeles and Orange Counties will benefit from direct and indirect involvement in project activities. Training materials supporting topical workshops will be made available in English, Spanish, and Vietnamese and at a reading level of not more than the third grade. Approximately 840 parents and foster parents will attend workshops in the first year, 1,024 in the second year, and 1,200 in the third year. Parents and foster parents will increase their attendance at individualized education program (IEP) and other school-related conferences for their child with a disability. Approximately 740 parents (20 parents per workshop) will attend Systematic Training for Effective Parenting (STEP) workshops in each year of the project for a total of 2,220 parents receiving parenting skills training over the three years of the project. Families will more often use the mediation process and/or other alternative methods of dispute resolution when working for appropriate educational programming for their children with disabilities. Training materials will be available for parents wishing to serve as Parent Advocates or Parent Mentors, and a training outline will be available for the trainer. Training materials will also be available for use with service providers and PTI staff wishing to enhance their own cultural competence.

Grant Number: H328C980049

Pyramid Parent Training Community Resource Center

Project Director: Markey, Ursula; Markey, D. J.
Agenda for Children
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New Orleans, LA 70125
504-827-0610

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will continue and expand the Pyramid Parent Training Program, a community-based, nonprofit, parent-run organization that provides special education information, training, and support to traditionally underserved groups of parents of children with disabilities in New Orleans. The mission of Pyramid Parent Training is to assist parents of children with developmental disabilities or mental health needs to fully access their rights under special education and disability law and to benefit from research-based best practices in education and health so that their children can live, learn, and successfully compete for work in the community.

Method: Pyramid reaches parents who are isolated because of socioeconomic, cultural, and language/literacy barriers or because of the distressed urban areas in which they live. The project serves parents of children with developmental disabilities or mental health needs who reside in or around the city's public housing developments. The project will expand to offer more services to more families, including the growing population of Latino and Asian-American families who are without culturally and linguistically appropriate information, training, and support. This project will increase the capacity of parents of children with disabilities to achieve quality educational outcomes and the full benefits of IDEA. It will work to break the isolation of families in underserved communities from other parents, professionals, and research-based practices in health and education. It will work to increase the use of mediation to resolve disputes between these families and school districts and to increase the capacity and number of parents who can assist other parents in negotiating the special education system. It will also provide training in cultural competence to personnel providing services to families in underserved communities.

Grant Number: H328C990004

Parent Training and Resource Center (PTRC)

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: The Parent Training and Resource Center (PTRC) will assist parents to better understand the nature and needs of the disabling condition of their children, provide follow-up support for the educational programs of their children, and help parents communicate more effectively with special and regular educators and other service professionals. Parents will be able to participate fully in educational decision-making processes, including the development of the Individualized Education Program, and learn about the range of options, programs, services, and resources available at various levels for parents and children with disabilities.

Method: To accomplish its goals, the project will: formally collaborate with the Medical University of South Carolina; develop four comprehensive resource centers, three of which will be in the community; produce a quarterly newsletter for parents, families, educators, and service providers; establish an ongoing liaison with a network of parents and others concerned with families with special needs, particularly low-incidence conditions; host an annual conference; develop a parent caretaker manual and offer ongoing training workshops; and conduct extensive training of parent mentors.

Products: The project's newsletter will provide information on IDEA, community activities, available supports and services, and endeavors associated with project goals, in particular, promotion of the activities and services of local parent support groups. The project will create a Website with information about available services and it will publish a comprehensive manual that highlights essential aspects of the special education process. IDEA workshops will be offered to review essential issues. Parent mentors will be trained by the project to work with and support parents and families through the IEP process.

Grant Number: H328C990017

Parents Empowering Parents: A Community Parent Resource Center To Educate and Assist Parents of Children with Special Needs To Access Education (Under IDEA) and Other Community Resources

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: Families Assisting Children Together (Families A.C.T.) will assist parents in accessing information and training for daily problem solving and coping. It will help parents understand and utilize the procedural safeguards available under the Individuals with Disabilities Education Act (IDEA), including mediation and due process. Through the project, parents will be able to access a wide range of community resources for their children, learn more about their disabilities, and communicate more effectively with professionals providing services.

Method: The project will offer parents the following assistance in the implementation of PEP (Parents Empowering Parents): information and assistance in accessing screening and assessment for children (including infants and toddlers), day care, attendant and/or respite care, and other health-related services; parent education and support through parent-to-parent assistance; participation by staff with families in Individualized Education Program meetings, due process hearings, and mental health wraparound sessions; and increased public and family awareness through newsletters and community education seminars.

Products: In addition to its parent assistance activities, Families A.C.T. will establish a parent advisory committee that will study and participate in school reform efforts and support collaboration with other parent groups. The committee will also participate in detailed training on IDEA with the goal of strengthening and increasing the role of parents and providing better services for their children with special needs. The project will develop a Parent Empowering Manual to help parents find resources and services in the community and to clarify the self-advocacy process so that it can be used most effectively.

Grant Number: H328C990044

Parent to Parent Power: A Community Parent Resource Center for Asian Families

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: Parent to Parent Power, a community-based parent information and support program for Asian families in Washington state, is designed to develop empowering educational partnerships on behalf of children and youth with disabilities and to reduce both cultural and educational barriers to services for Asian parents of children with disabilities. It will increase the awareness of Asian parents in the Tacoma, Washington, area about its services and provide culturally relevant training about disabilities, resources, parent rights and responsibilities under IDEA, and mediation, so that parents can learn to be empowered educational advocates for their children. It will prepare parents to serve as parent mentors to help expand the capacity of the project.

Method: Specifically, the project will provide broad family support through a 24-hour telephone line, a "welcoming room" where parents can come at any time during the week or weekend, home visits with parents who share their culture, educational workshops on advocacy topics, and parent-to-parent mentor programs to provide ongoing and personalized support.

Products: The project will develop a Community Information Network and host monthly meetings to help increase the number of interagency referrals in the community. It will also host annual workshops for Asian parents on disability-related topics. Families will be assisted in dealing with linguistic diversities by having readily available translations of important information on family issues, disabilities, and special education. Interpreters will be provided at important family, school, and community meetings. Through the outreach efforts of the project, it is expected that approximately 600 families will be served over the three years of the grant.

Grant Number: H328C000021

Urban Pride: Empowering Families of Children with Disabilities in Traditionally Underserved Communities

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: Urban Partnerships and Resources for Information on Disability and Education (Urban PRIDE) of Roxbury, Massachusetts, in collaboration with Island Parent Educational Support and Training (IPEST) Center of Martha's Vineyard, two grassroots community-based parent groups that share a primary commitment to traditionally un/under-served multicultural families and other caregivers who have children with disabilities and self advocates, will establish a community parent resource center serving urban and rural families.

Method: The project will provide information, training, and a broad range of supports for parents and other caregivers of infants, toddlers, children, and young adults with disabilities and self-advocates in Roxbury and

Martha's Vineyard to: support their ability to participate fully in educational decision-making processes; and obtain information and access the range of options, programs, services, and resources available at the local, state, and national level for children with disabilities and their families. Additionally, the project will mentor Parent Associates to expand the capacity of the project to serve families. Five major goals of this project are the following: 1) design outreach and collaborative activities to enable parents, other caregivers, young adults with disabilities, and professionals to access information and training and support services offered by Urban PRIDE/IPEST and to be mutually supportive; 2) design and provide high quality, comprehensive, and accessible information, training, and support services to traditionally underserved families and other caregivers of children with disabilities and transition-aged young adults with disabilities living in the targeted communities to increase their capacity to participate effectively in achieving quality educational outcomes and the full benefits of the Individuals with Disabilities Education Act of 1997; 3) organize, develop, train, and support a network of Parent Associates to extend the reach of the project into traditionally underserved communities; 4) provide a system of flexible supports and assistance for families to help them access services and negotiate the service system maze; and 5) expand the expertise and capacity of urban and rural multicultural organizations to develop their capacity to serve the needs of people with disabilities within the context of their service systems.

Products: The results of the project will be: 1) the development of comprehensive approaches to address the identified information, training, and support needs of families of children with disabilities and transition-aged youth within and across the target communities; 2) increased cohesion and expansion of family and community supports for the education and transition of students with disabilities; 3) increased strategic interactions of child/family serving agencies on behalf of families and children with disabilities through the establishment of a network of community-based, state, and national organizations; and 4) an increase in the number of parents and other caregivers and self-advocates participating in educational decision-making processes including the development of IEPs, IFSPs, and transition plans in the target communities.

Grant Number: H328C000022

Education for Parents of American Indian Children with Special Needs

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: The EPICS Project (Education for Parents of Indian Children with Special Needs) will establish an innovative program which will provide local parent training and information to underserved American Indian parents who live in urban and reservation communities in New Mexico. The overarching goal of the project is to empower parents from the time of their child's birth through all levels of the educational system. The project will ensure that parents whose children have special needs or disabilities will receive information that increases their understanding of and access to the educational benefits of the Individuals with Disabilities Education Act (IDEA). Many of the Indian parents to be served through this project have limited English proficiency, experience racial or cultural bias, and lack access to information technology. These factors create significant barriers that inhibit their understanding of the rules, requirements, and procedures used by educational institutions and health care systems.

Method: The project will provide comprehensive and culturally appropriate training, information, and support services to families of infants, toddlers, and youths with disabilities who live in traditionally un/underserved American Indian reservation communities in New Mexico. The planned outcomes for parents will be increased knowledge and skills which will enable them to: 1) understand their children's special needs; 2) provide follow-up support for the educational programs of their children with disabilities; 3) communicate more effectively with special and regular educational personnel and other relevant professionals; 4) participate more fully with providers in the educational decision-making process, securing the services that are guaranteed to them under IDEA; 5) obtain information about the range of services and resources available at national, state, and local levels to children with disabilities and their families; 6) understand the provisions for educating children with disabilities under IDEA 1997; and 7) participate in school reform activities.

Products: The project will actively collaborate and coordinate with school systems, state agencies, health care providers, and parent and consumer organizations at local, regional, and national levels. During the second and third year of the project, it is anticipated that elements of the project's training model will be replicated by educational, health, and social service organizations in ways that extend the reach of parent empowerment activities to other Native American parents in New Mexico.

Grant Number: H328C000035

Family Information Network on Disabilities of Louisville (FIND of Louisville)

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Beginning Date: 10/01/00
Ending Date: 9/30/03

Purpose: FIND of Louisville addresses the need to enhance the knowledge and skills of parents of children with disabilities, to ensure their effective participation in decisions regarding educational and related services. Louisville/Jefferson County is Kentucky's most urban area and contains significant populations of parents from historically underserved groups—low-income, minority, and immigrants with limited-English-speaking capabilities. FIND of Louisville expands an existing parent outreach program to provide targeted information, training, and parent-to-parent support that engages parents in appropriate roles as provided in Sections B and C of the Individuals with Disabilities Education Act (IDEA). While the project scope encompasses the whole of Jefferson County, attention is particularly focused on areas of the county containing significant populations of underserved parents, including those neighborhoods in the federally-designated Louisville Enterprise Community.

Method: FIND of Louisville is designed to attain three broad goals: 1) enhance knowledge and skills of parents of children with disabilities; 2) form community networks of parents to provide ongoing support and advocacy; and 3) build the capacity of existing organizations and agencies to appropriately address issues of disability in their work with parents. The project builds upon an emerging local infrastructure that connects persons in depressed areas of the city and county with needed resources and services. It operates through neighborhood-based community centers and school-based family resource centers to identify parents of children with disabilities, connect parents with a support network of "Parent Partners", disseminate information packets addressing parents' questions, and provide focused training on issues identified by parents as priorities.

Products: In addition to parent training and information dissemination activities, the project will conduct leadership training to build a cadre of local parents who conduct training, support and advocacy activities, and orientation sessions to acquaint agency personnel with issues and barriers facing parents of children with disabilities.

Grant Number: H328C000044

A Homegrown Rural Recipe for Parent Involvement in Special Education — Serving Rural Families in the Appalachian Region of Pennsylvania

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Beginning Date: 7/01/00
Ending Date: 6/30/03

Purpose: The Mentor Parent Program will achieve the following: 1) provide information and training to parents of children with disabilities to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children; 2) provide training to parents of children with disabilities who will, in turn, act as Mentor Parents in the delivery of services for this program; and 3) provide in-service training and/or information to educators and service providers about the needs and rights of parents of children with disabilities.

Method: The Mentor Parent Program, a community-based parent program serving the rural economically and educationally disadvantaged population of the Appalachian region of northwest and northcentral Pennsylvania, has been addressing the problems of reaching parents who are impoverished, undereducated, often illiterate, and geographically isolated because of the rural region where they live. The program serves parents and families who have children (ages birth through 21) with developmental disabilities. The program provides a means to extend a comprehensive menu of services to a community that is drastically underserved by providing the following assistance through training, information dissemination, and one-to-one mentoring: 1) help parents understand the nature of their child's disability and their educational and developmental needs; 2) communicate effectively with personnel providing special education, early intervention, and related services; 3) participate in decision-making processes and the development of IEPs and IFSPs; 4) obtain appropriate information about the range of options, programs, services, and resources available; 5) understand the provisions of IDEA; and 6) participate in school reform activities.

Products: The Mentor Parent Program will provide direct services to 1,050 families. Parents and families of children with developmental disabilities will become empowered to become full and active participants in the mutual determination of their child's educational programming.

84.920T
Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized Under the Individuals with Disabilities Education Act

Grant Number: H920T970006

The New Alliance Project: Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the Individuals with Disabilities Education Act (IDEA)

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Beginning Date: 11/01/97
Ending Date: 10/31/02

Purpose: The New Alliance Project intends to address the increasing demand for and declining number of personnel from historically underrepresented ethnic groups for special education and related services. The project will also address the enhancement of institutional and program quality at historically black colleges and universities (HBCUs) and other minority institutions (OMIs), including their access to external funding to support students and their personnel preparation programs.

Method: A major thrust of the project will be to increase the success rate of special education and related services departments in acquiring grants for personnel preparation in special education and related services to meet the demand for and capacity of qualified personnel from historically underrepresented ethnic groups. Project goals include: collaboration and dissemination, grant acquisition, technical assistance for grant management and program development, support for dissemination and replication of promising practices, and dissemination of data about the project's services and impact.

Contracts

Contract Number: ED98RO0019

Federal Resource Center for Special Education

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: The Academy for Educational Development (AED), in collaboration with its partner, the National Association of State Directors of Special Education (NASDSE), and a team of experts, will continue operating the Federal Resource Center for Special Education (FRC). The project is committed to the task of informing people about the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 97) in order to improve results for children and youth with disabilities. To achieve this, the project will strengthen the following services: 1) coordination and collaboration; 2) knowledge dissemination and technical assistance; and 3) research syntheses and reporting. AED will support new strategies for using technical assistance and information for effective problem-solving and decision-making to achieve the following purposes: 1) to assist State Education Agencies (SEAs) through the Regional Resource Centers (RRCs) and their partners with the process of planning systemic change to improve the results of early intervention, education, and transition for children with disabilities; 2) to promote systems change through a multi-State or regional framework; 3) to increase the depth and utility of information in ongoing and emerging areas of need identified by the RRCs and SEAs; and 4) to promote communication and information exchange among SEAs and their partners, based on the needs identified.

Method: The project will carry out the following tasks in a fully integrated manner to create a framework for FRC operations: 1) establish an Advisory Group; 2) synthesize and report the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications; 3) develop and carry out a plan for systemic coordination and collaboration with existing Technical Assistance and Dissemination (TA&D) projects; 4) identify and disseminate effective systemic change strategies; 5) identify, synthesize, and disseminate information on effective new TA&D strategies; 6) plan and conduct a meeting of TA&D providers; and 7) develop a Performance Measurement System. The vision of this project includes an active and efficient exchange between and among RRCs, specialized technical assistance networks, and general education technical assistance providers. Through AED's expanded and enhanced networks that reach beyond special education to regular education and other government agencies, the FRC will function as a catalyst for systems change by facilitating effective use of the OSEP-funded technical assistance and information network by the States.

Products: The FRC will prepare a report of the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications. It will also report on coordination and collaboration activities involving existing Technical Assistance and Dissemination (TA&D) projects, with information on methods of TA&D available through each provider, the audiences that each TA&D provider serves, and costs and availability of the TA&D. The FRC will produce these materials in written, electronic, alternative media, and accessible formats as appropriate and will place them on the FRC's Web site. Other products include an annual conference for TA&D providers, and a Web-based newsletter.

Contract Number: ED99CO0026

OSEP-ERIC Special Project under ERIC Clearinghouse on Disabilities and Gifted Education

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Beginning Date: 1/01/99
Ending Date: 12/31/03

Purpose: The OSEP/ERIC Special Project has the goals of increasing the dissemination of research and improving the translation of research findings into products that are comprehensible and useful to practitioners. It aims to promote communication and networking among researchers, so that they are aware of each other's work and can link their knowledge to other research knowledge to produce better, more usable, more valid research results.

Method: The project will achieve these goals through three types of activities: 1) database development, which involves maintenance and updating of the OSEP-wide database of information about funded projects; 2) information analysis and product development, which involves development of products and services that "translate" and disseminate research information to a variety of target audiences in a variety of formats and media; and 3) conferences, which involves organizing conferences that provide professional development and networking opportunities for OSEP-funded researchers and doctoral training grantees and that foster discussion of, and inquiry into, emerging issues in special education. The project plays an important role in the implementation of OSEP's strategies for achieving the objectives and outcomes specified by the Government Performance and Results Act for IDEA's discretionary programs.

Products: The project's product line includes print and electronic publications designed to spread word of research projects in progress and to bring established research findings to bear on educational practice. Products will include: "News Briefs" (a Web-based product), "Research Projects Directory" (a print and Web-based product), "Research Connections" (a topical biannual research newsletter), "ERIC/OSEP Digests, and occasional publications. Other project products include the database of funded projects, which is used to meet the information needs of OSEP staff and OSEP grantees, and the annual conference for researchers and doctoral training grantees.

Contract Number: HS97016001

Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools

Project Director: Hamilton, James
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Beginning Date: 9/30/97
Ending Date: 9/29/02

Purpose: The American Institutes for Research (AIR) proposes to establish a Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools that will engage in a series of activities designed to develop a comprehensive national technical assistance model for elementary and middle schools.

Method: AIR activities are organized around nine primary objectives related to elementary-school and middle-school-aged children with disabilities: 1) to articulate the most pressing needs and issues confronting school districts in an era of systemic reform and change; 2) to select school districts to receive technical assistance in improving educational outcomes for this student population; 3) to conduct an assessment of needs to identify the needs and issues school districts face in improving educational outcomes; 4) to design a comprehensive, systemic technical assistance approach, including strategies and guidelines to help school districts address their most pressing needs and improve educational outcomes; 5) to collaborate with existing local, regional, state, and national technical assistance providers and efforts; 6) to establish a resource bank; 7) to conduct a pilot test of the technical assistance approach in school districts; 8) to evaluate the results of the pilot tests; and 9) to expand the technical assistance approach to become more national in scope.

Products: The scope of the work done by AIR in establishing the Center is designed to lead to a replicable model of national technical assistance for children with disabilities across the country. During the contract, activities will be progressively scaled up to become more national in scope. A thorough assessment of the TA strategies will enable AIR to design a comprehensive national model of technical assistance delivery.

Contract Number: HS97020001

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

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Beginning Date: 9/30/97
Ending Date: 9/29/02

Purpose: Westat and the National Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

Method: The two contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; and obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

Products: Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under the Government Performance and Results Act (GPRA).

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